

# DOCUMENT RESUME

ED 037 895

EF 001 478

TITLE The Educational Program and Educational Specifications for the New Dodge City Community Junior College Campus.

INSTITUTION 1000 2nd Ave.; Dodge City Community Junior Coll.; Dodge City, Kans. 67801

PUB DATE 1 Jul 66

NOTE 118p.

EDRS PRICE EDRS Price MF-\$0.50 HC-\$6.00

DESCRIPTORS Agricultural Education, \*College Buildings, \*College Planning, \*Community Colleges, Educational Administration, \*Educational Specifications, \*Junior Colleges, Physical Education Facilities, Science Facilities

## ABSTRACT

This report gives a brief summary of the history, philosophy, programs, and student characteristics of Dodge City Community Junior College. Based on enrollment trends, detailed specifications and facility requirements are listed for the following areas--service area, student center services, buildings for administration, humanities, mathematics, science, agricultural, recreation, music, library, and physical education. (HH)

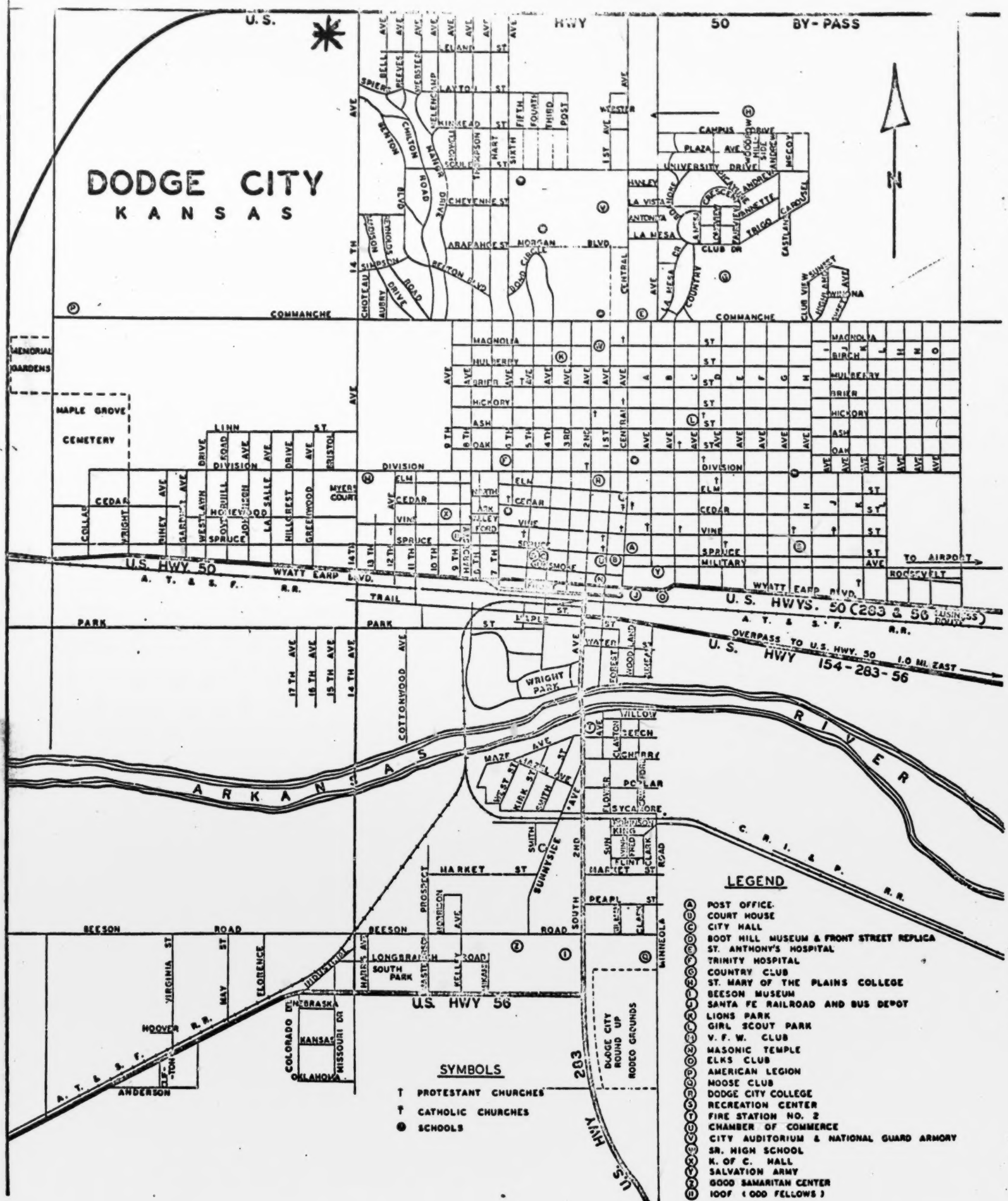
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THE  
EDUCATIONAL PROGRAM  
AND  
EDUCATIONAL SPECIFICATIONS  
FOR  
THE NEW  
DODGE CITY COMMUNITY JUNIOR COLLEGE  
CAMPUS

JULY 1, 1966

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\*Indicates site for the Proposed Campus

**PART I**

**THE GENERAL PROGRAM:**

**EDUCATIONAL PLAN**

**PHYSICAL PLAN**



## INTRODUCTION AND HISTORY OF THE COLLEGE

Dodge City College has been accredited by the Kansas State Department of Public Instruction since the founding of the college in 1935.

The staff and administration began an institutional study in 1957, designed to provide information for a re-accreditation visit from the Division of College Accreditation of the State Department of Public Instruction. This Evaluation Report was published in early November, 1959.

An accreditation team visited the college on November 17-19, 1959. As a result of this visit and the Evaluation Report, the college was officially re-accredited by the Department of Public Instruction in November, 1959. The report of this visit and the subsequent action entitled: Report on Dodge City College is on file in the office of the dean.

Immediately, following this evaluation in 1959, the staff began to consider the question of accreditation by the North Central Association of Colleges and Secondary Schools. In preparation for this, the dean and some faculty members attended workshops sponsored by the North Central Association resulting in many studies pertinent and important to the progress of the institution.

A Status Study was presented to the Association in April, 1963, and as a consequence Dodge City College was officially admitted as a Candidate for Membership in the North Central Association in June, 1963, and was

granted Full Membership on March 30, 1966.

Dodge City College was founded in 1935, as part of District Number 1 of Dodge City, Kansas.

The college is located in what is often called the "Cowboy Capital of the World," and, especially in recent years of television publicity, "Boot Hill" has been a tourist center of considerable importance, attracting well over a quarter of a million visitors in 1964.

Dodge City was founded in 1872 along the banks of the Arkansas River and quickly became a rail center on the Atchison, Topeka, and Santa Fe Railroad, for the shipment of cattle eastward. The railroad is still a major industry of this city.

The city survived its cowboy beginnings and grew slowly but steadily to become the center of a vast agricultural enterprise in cattle and wheat, serving the whole of southwest Kansas.

At the present time, the city is the home of approximately 15,000 people. It boasts an excellent public school system and an excellent parochial school system. Besides Dodge City College, the city is the home of a private four year liberal arts college, St. Mary of the Plains College.

Over twenty churches, a good public library, a superb public auditorium, several fine school auditoriums, two hospitals, and good recreational areas serve the population. Five fine elementary schools, a new junior high school, a senior high school, and the community college serve over 4,000 students of the public school system.

The establishment of a public junior college in 1935, in the midst

of the great depression, is a tribute to the importance Dodge Citians give to public education. Dust bowl days are not usually conducive to embarking on new education projects, but the vote to establish the college was easily successful. (As a matter of note, Dodge City has never defeated a public school bond issue.)

The new junior college occupied quarters on the third floor of the senior high school building. Approximately 225 students were enrolled by September 15, 1935, and the junior college began its first classes. For the next 22 years the city's senior high school and junior college operated in the same building. In 1957, when the new junior high school was completed, the college moved into its own quarters, the junior high school building.

In its 29 years of existence, the college has had four deans and two acting deans. R.C. Hunt served the school from 1935 to 1943. William H. Crawford had the longest tenure to date as he held the position from 1943 to 1953. Guy C. Davis led the college from 1953 to 1958 and Charles M. Barnes started his present tenure in 1959. Bryce Gleckler was acting dean in 1958-59 and J. Paul Shelden was acting dean for several months between Crawford and Davis. Both Gleckler and Shelden are with the college at this time. The average length of a dean's tenure at the college has been about seven years; while the average length of service of full time faculty members presently at the college is eleven years.

Dodge City College has almost doubled its student population since 1959. The projections in the Comprehensive Educational Survey of Kansas indicate the possibility that college enrollment will double again by 1970 and perhaps double once more by 1975. Given the steady growth rate in



the college's service area, the expanded birth rate of the 1950's, and the increasing percentage of high school graduates attending college, there is reason to believe that most of the enrollment projections will be fulfilled for the college. Still another factor which should work to increase enrollment is the steady gain in popularity across the country of the nation's community junior colleges. The combination of low cost, quality higher education and/or vocational-technical education is proving very attractive to prospective students and assures sufficient student population in the years ahead to maintain a quality community junior college program at Dodge City College.

In April, 1965, the Kansas legislature passed H.B. 893. This law sets up a state system of public community junior colleges, defines the powers of the state authority, creates a state advisory committee, sets up means by which a district college may become a county college, provides for the election of a separate Board of Trustees, outlines a system of financial aid, provides for cross-county tuition charges and payments and defines out-of-state tuition charges. This most comprehensive piece of junior college legislation in the history of Kansas will speed the development of these colleges from every standpoint.

In keeping with the terms of this law, the Dodge City Board of Education in May, 1965, petitioned the state authority to declare Dodge City Community Junior College a part of the state system, and to permit a special election in Ford County to create a county tax base, with a Board of Trustees to be elected at-large from the county in the event the vote to establish the county base is successful.

In the immediate future are the plans to have a county college and a separate Board of Trustees. Increasing administrative responsibilities

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require additional help. Besides a full-time registrar, added in 1965-66 it is expected that 1966-67 will see the addition of a Director of Student Personnel Services, and it is hoped that by 1967-68 a Dean of Instruction may be added. An early addition to the staff should be a full-time counselor who would also serve as director of guidance services.

The development of a divisional organization built around a Division of Humanities, Division of Science and Mathematics, Division of Social Sciences and Business, Division of Vocational-Technical Education, and Division of Fine Arts will be carried out in 1965-66.

Increasing enrollments will mean increases in the teaching staff and every effort will be made to continue to keep faculty loads around the 15 hour level. Additional staff members should mean somewhat decreased committee and extra-class loads for the present staff. This is already discernable in the 1965-66 committee assignments.

Of great importance in the future of the college is the continued development and improvement of the library. Increased appropriations for the library budget are planned for 1965-66.

The development of the vocational-technical area is expected to continue. With improved financial support, additional programs in this area will be organized. One example of an additional program is the Agricultural Service Technology program planned for 1966-67, depending upon the availability of facilities. Study is also underway on a program in Chemical Technology to serve the rapidly developing oil and gas industry of western Kansas.

Adult education will continue to be of major concern to the college. Programs such as Communicative Skills, a course to combat adult illiteracy in Ford County, which the college sponsored in the spring of 1965, is an example of the kind of adult education program which will expand. This



program was funded at \$10,200.00 by the Federal Government in 1965-66.

Other programs of a vocational and avocational nature will be developed.

As the American people enjoy more and more leisure time in the coming years, there is good reason to believe that the community college will expand its services to meet the new needs.

Given an adequate student population, increased county and state financial resources, federal assistance for capital purposes, (with at least the prospect of federal aid for future operations), and a faculty well educated and dedicated to its task, there seems to be every reason to believe that Dodge City College will grow and flourish.

## PHILOSOPHY AND PURPOSES

### Philosophy:

In 1950, under the direction of Dr. W. H. Crawford, a former dean of Dodge City College, now of Washington State College, Pullman, Washington, the entire faculty began a study of the philosophy, functions, and purposes of the junior college as a segment of the American educational system. The study was continued during the years that followed, and in 1957 a special faculty committee was appointed for the purpose of assisting in the Evaluation Report for state re-accreditation. A statement of the philosophy and a list of objectives, which were later adopted by the entire faculty, were presented to the State Department of Public Instruction, Department of Accreditation in this final Evaluation Report in 1959.

When the study for North Central Accreditation was begun in 1963, a committee of four faculty members and a member of the Board of Education began examining these objectives and this philosophy to bring them up to date and to include all facets of the college program, the needs of the students, and the nature of the community.

As a result of this study and the approval of the Board of Education, the Superintendent of Schools, and the faculty, the following statement of the philosophy was adopted.

"The record of accomplishment of the public junior college in recent years demonstrates the fact that it is a needed and important segment of the

educational system.

The public junior college today is a community college offering educational, vocational, and cultural opportunities and advantages to thousands of persons in localities served by this institution.

The opportunity of higher and/or continued education should be available to all high school graduates of the community and to special students above high school age, and such an opportunity is a right which must be made available to all on equal terms."

Purposes:

Guided by this philosophy and believing that the public junior college is particularly suited to afford this educational opportunity to the people of the community when survival of a democracy depends upon an educated society, Dodge City College has these purposes:

1. To provide for student courses equivalent to lower division work in a four-year college or university.
2. To provide general education courses to prepare students for effective personal and community living.
3. To offer to the people of the community technical and/or job-oriented training in short-term, one-year, and two-year terminal courses.
4. To offer and/or to sponsor adult education courses to meet educational, job-oriented, and leisure time needs of individuals and the community.

5. To foster and to encourage in the student the following attitudes and skills:

- a. Awareness of social responsibility
- b. Knowledge of and appreciation for the principles of democracy and citizenship
- c. Appreciation of aesthetic, ethical, and spiritual values
- d. Ability to think independently and objectively
- e. Knowledge of the standards for the maintenance of good mental and physical health
- f. Vocational competence

Educational Purposes:

1. To offer the four-year college or university parallel courses, including certain pre-professional curricula (engineering, medicine, business, education, etc.) for those students who will continue their formal education beyond the first two years. Approximately eighty per cent of the students now enrolled -- with the exception of those in the Practical Nurse Education Department and a few in Cosmetology, and other terminal business or vocational programs -- are in this two-year college parallel program.
2. To offer a general education curriculum for all students to prepare them for more effective living whether or not they continue formal education after junior college. This curriculum is actually incorporated into the four-year college or university parallel program as few of the courses are terminal, and most of the courses offered are standard academic required courses in every curriculum.



3. To offer vocational and/or job-oriented courses to meet the needs of students who do not plan to continue college work beyond the short course or junior college, but do prepare these students with a salable skill, for example, in business, nursing, cosmetology, shop work or agriculture.
4. To offer adult education courses to meet the educational, job-oriented and leisure time needs of individuals and the community. Such courses as aviation ground school, furniture repair, welding, and so forth are offered or sponsored at the request of groups within the community. Many adult courses in business and in general education are credit courses offered for adults who wish to continue formal education or to increase job efficiency.

## SCOPE AND CHARACTER OF STUDENT CLIENTELE

Dodge City is the center of an agricultural area in which the main occupations are farming, ranching, cattle-raising, and allied industries. The student clientele of Dodge City College is largely made up of students who attend because of the proximity of the college and because of economic opportunities during the first two years of college. However, there are some members of the student body from other counties in Kansas, from other states, and a few from foreign countries. The following table shows the source of students attending Dodge City College during the last six years:

TABLE I

Source of Students Attending Dodge City College

|                             | 1960<br>1961 | 1961<br>1962 | 1962<br>1963 | 1963<br>1964 | 1964<br>1965 | 1965<br>1966 |
|-----------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Dodge City                  | 153          | 169          | 241          | 223          | 285          | 337          |
| Other Ford County Districts | 34           | 49           | 31           | 28           | 28           | 31           |
| Adjacent Counties           |              | 58           | 72           | 64           | 64           | 120          |
| Other Counties in Kansas    | 103          | 44           | 68           | 76           | 51           | 120          |
| Other than Kansas           | 42           | 50           | 57           | 54           | 64           | 57           |

Enrollment has steadily increased during the past several years. The following tables show the enrollment figures for the regular terms and the summer sessions during the years 1959 - 1965.

TABLE II

Data Showing Enrollment Increase Regular Terms

|                        | 1959<br>1960 | 1960<br>1961 | 1961<br>1962 | 1962<br>1963 | 1963<br>1964 | 1964<br>1965 | 1965<br>1966 |
|------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Full Time Students     |              |              |              |              |              |              |              |
| Freshmen               | 173          | 201          | 234          | 293          | 255          | 350          | 366          |
| Sophomores             | 97           | 89           | 121          | 134          | 124          | 132          | 157          |
| Total - Full Time      | 270          | 290          | 355          | 427          | 379          | 482          | 523          |
| Part Time              |              |              |              |              |              |              |              |
| Vocational and Special | 60           | 67           | 78           | 74           | 66           | 84           | 142          |
| Total Students         | 330          | 357          | 433          | 501          | 445          | 566          | 665          |

TABLE III

Data Showing Summer Sessions Enrollment

|                         | 1959 | 1960 | 1961 | 1962 | 1963 | 1964 | 1965 |
|-------------------------|------|------|------|------|------|------|------|
| Total Summer Enrollment | 75   | 60   | 65   | 58   | 67   | 37   | 61   |

The primary purpose for which any educational institution exists is to meet the educational needs of the school's population. To meet these needs the modern school must work for the social, the moral, the physical, and the financial welfare of its students. Student personnel services are designed and exist to accomplish this task. The administrative officer whose duty it is to administer the student personnel services at Dodge City College is the Dean of Student Personnel of the college. Working with him in this endeavor to accomplish this task are various staff committees and activity sponsors.

#### Housing:

At the present time it is recognized that there is a housing problem at the college. The college does not own nor operate a housing facility. Rooms and apartments in private homes are available. Most of the housing facilities rented by the students are listed with the college, but little investigation of the condition of this housing is made. The college does not have sufficient administrative staff to assume this responsibility. However, the college has formulated housing regulations which are available to any landlord.

During the school week, students may obtain their noon meal at a low cost from the hot lunch program of the local junior high school. The only on-campus facility providing food service to students is the snack bar in the student union. It is open from 7:30 a.m. to 9:00 p.m., Monday through Friday. The student is able to purchase a light breakfast



or lunch in addition to snacks between classes. The menu includes hot food but is not intended to replace, only to supplement, the present hot lunch program or any future dining facility the college may provide.

#### Health Services:

The college participates in a program allowing students to buy health insurance at a very low cost. Fifty students purchased this insurance for the 1963-1964 school year, and forty-eight purchased it for the 1964-1965 school year. In addition, approximately seventy-five per cent of the students have coverage under health insurance plans purchased by their parents. Health and medical care is then received from the student's personal physician.

A school health nurse serves the local district. Arrangements are made through her office for an annual T.B. check-up. In the 1963-1964 school year, the school nurse administered the skin test for T.B. In 1964-1965 arrangements were made for the students to have chest x-rays by a state sponsored mobile x-ray unit.

The availability of the instructors in the Department of Practical Nurse Education of the college, who are registered nurses, allows for the treatment of minor injuries and illnesses of the college students any time during the normal school day. With a laboratory that closely duplicates hospital facilities, immediate care of injuries as well as day time use of beds for minor illnesses is possible.

### Student Records:

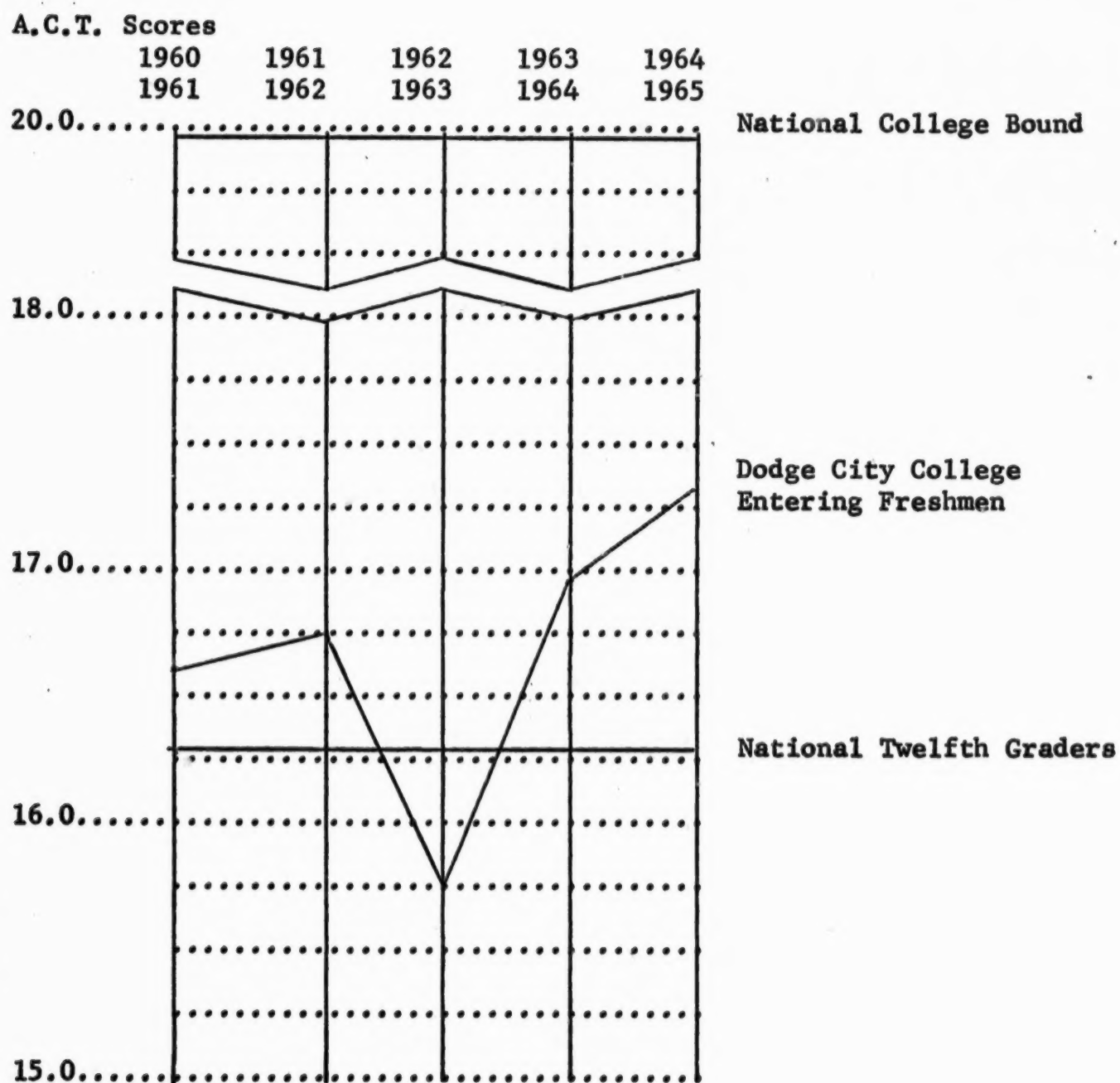
Student records are maintained in the office of the Dean of Admissions. Each student has an individual file in which the following records are kept, if applicable: Application for Admission, American College Test results, correspondence with and pertaining to the student, transcripts from high schools and other colleges, letters of recommendation, form 109 Selective Service Student Deferment, scholarships, academic record, identification photograph, notices of probation and/or suspension and withdrawal forms.

### Orientation:

The college orientation program begins with the administration of the American College Tests to all students matriculating for the first time. The results of these tests are then available to the student's advisor for use in helping the student enroll in college. Each member of the staff serves as an advisor at the time of registration, being assigned primarily, those students who plan to major in the academic areas served by the staff member. In addition, he advises these students in matters pertaining to course programs, requirements for graduation and, to a degree, in matters of a personal nature. In assigning a student to a member of the staff, it is hoped that the advisor-advisee relationship will last until the student leaves the college. Changes in assignments are made upon the request of the affected student. All faculty members with two or three exceptions, in their role as advisors, also serve as counselors, working with students in the social and personal areas.

All entering freshmen at Dodge City College are requested to have on record results from the American College Testing Program (A.C.T.). The following table shows the mean A.C.T. standard scores of national college bound students, national twelfth graders, and Dodge City College entering freshmen.

TABLE IV  
Comparison of A.C.T. Scores



From the data presented it seems evident that the college is truly a community college. In 1964-65, for example, nearly 60 per cent of its students came from Dodge City, while about 80 per cent of them came from Ford County and counties adjacent to it.

It is clear that this is an "open-door" college. Admission requirements not only permit the enrollment of any high school graduate but allow non-high school graduates who have passed the General Education Development Test or have reached twenty-one years of age to enroll also.

American College Test data indicate that entering freshmen exceed the achievement of the average twelfth grader and that this gap has widened gradually in the past three years. On the whole, however, these data, high school records, and records of college achievement suggest that the average Dodge City College freshman is very close to the average American boy or girl who has just graduated from high school.

Not only is the college initially an "open-door" school but a real effort is made to keep the door open. This is to say that its policies on probation and academic dismissal are designed to make it possible for students to have a second and even a third, or fourth, chance.

Thus it would be expected that the college must present a curriculum and instructional program designed to meet the needs of students who will enter training for the professions, the business world, semi-professional and technical jobs, and areas served by general education skills. In keeping with its announced purposes the curriculum includes provision for general education and adult educational opportunities. Much of the curriculum reflects the fact that the student body is quite homogeneous with respect to socio-economic and cultural background.



## GENERAL CHARACTERISTICS OF THE CURRICULUM

The curriculum at Dodge City College consists of all planned, directed, and supervised experiences through which its students fulfill their educational needs while they are attending the college.

The experiences might include the four major curricular divisions of the college (again linked to the purposes of the college): College and university parallel to the extent that a primary emphasis of the college is to parallel the lower-division offerings of four-year institutions in all fields in which there is sufficient local demand and feasibility of development; general education to provide the requirements for successful living, and to develop critical evaluation, independent thought and judgment, and a continued desire for growth and interest in the various fields; occupational related and vocational offered to provide training in specialized skills needed for employment, for example, practical nursing, cosmetology and secretarial training; and adult education which is divided into four points of emphasis -- summer college, evening college, upper-division extension courses sponsored by Kansas four-year institutions, and special short courses and conferences.

The second area of experience, extra-class activities, is provided as a means of enriching the major curricular offerings, and includes student government, organizations and clubs, athletics, forensics, dramatics, radio and TV, music organizations and ensembles, publications, and the Junior College Lecture Series.

The third area of experience, community activities, in which the students participate, includes the Dodge City recreation program and the Community Concert Series.

Because of its community orientation, Dodge City College has

educational curricula which allow the students to pursue diverse goals. Probably the strongest curriculum area is that of providing the first half of the graduation requirements for those who seek a baccalaureate degree. To meet this requirement, Dodge City College provides curricular offerings which parallel those required at the state colleges and which satisfy the needs of about 51 per cent (43 of 84 of the 1961-62 students) as shown by the number of students who each year transfer to a four-year college.

Another curriculum that some students pursue is that of the one or two-year job oriented and/or technical training programs, some of which are integrated with the general education requirements. This second educational end meets the need of about 20.19 per cent (103 of 510) of the students as shown by the enrollment in the practical nurse program, the terminal business program, the cosmetology program and the extended day program.

A third educational goal is general education for those with no specific educational objectives. This group includes those students who have not selected a major area of study, and those who are attending college to maintain social status or to comply with parental requests. It may include, also, those who, for different reasons, desire two years of general education.

A fourth educational objective is the program for out-of-state youth and adults of the community. This program serves approximately 550 members of the community each year.

A fifth educational goal is the emphasis of the college on organizing and sponsoring various college, school and community projects which tend to make Dodge City College both an educational and cultural center for this area of Kansas. One example is the 1964-65 Lecture Series

which presented Tran Van Dinh, ex-ambassador to the United States from South Viet Nam, and John Howard Griffin, internationally known author of Black Like Me. Both lectures were available to lay citizens and both were well attended, particularly the Griffin talk which drew an estimated 500 townspeople.

Dodge City College has established a comprehensive general education requirement for all students with the idea of providing an opportunity for them to become acquainted with factors in each discipline and for them to acquire some proficiency in applying the underlying principles involved in each. Disciplines in the general education pattern at the college include English and speech in the communications area, with a requirement of eight semester hours; literature, music, art, and foreign languages as disciplines in the humanities area, with a requirement of six semester hours representing at least two of the fields; government, sociology, economics, and history in the social studies area, with a requirement of nine semester hours representing at least two of the fields; biological science, physical science, and mathematics as disciplines of the natural science area, with a requirement of 12 semester hours representing all three fields; general psychology and physical education as disciplines of the physical and mental health area, with a requirement of five semester hours.

Dodge City College has adopted its general education block with a definite purpose in mind and has continually re-evaluated this part of the curricula. The purpose of the general education block is nearly the same as the general purpose of all college curricula. The major concerns are two-fold: (1) to follow the pattern set by the four-year institutions to which Dodge City College students transfer; (2) to



give broad cultural foundations to all. A student who completes sixty-two hours of college work, which includes the general education requirements, will be eligible for the Associate of Arts degree.

Necessity for Revision and Flexibility:

Curriculum changes in Dodge City College come from a number of sources. The most common reason stems from the desire to keep curricular offerings parallel to the offerings of the state schools that receive most of the students who transfer from Dodge City College. Courses in speech, introduction to business, physical education, and introduction to education were added to the curriculum or were stated as general education requirements in order to satisfy the requirements of students transferring to four-year colleges.

A dynamic society is experiencing rapid and novel changes. The educational institutions must not only help produce this change but must adjust their curricula to serve these changes. Because of the increasingly technological-centered culture served, Dodge City College revises the curriculum to meet this change. New programs in vocational-technical training are examples of the college's response to the changing socio-economic needs. The mathematics and science general education requirement was raised two credit hours and a foreign language laboratory was furnished with modern equipment because of the demands for greater educational offerings in the mathematics and science field and the foreign language area. A program in agricultural service technology is on paper and planned for September, 1966, if possible.

Long-term or short-range community needs also have influenced the changes in the college curriculum. Business machines courses and a Licensed Practical Nurse Department are examples of innovations brought



### Special Features of Curriculum:

Special features of the curriculum at Dodge City College represent the attempt to fulfill its role as a community college in the following capacities: (1) It is one of six centers in the state that offer a one-year course in Practical Nurse Education, whereupon completion of the program, students are given a diploma from the college and are eligible to write the state licensure examination. (2) The college is one of two public colleges in the state offering a fully accredited program in cosmetology, which leads to state licensure examination. (3) It is an educational center for upper-division extension courses, bringing to this area, geographically isolated from state four-year institutions, the possibility of obtaining additional upper-division credits in many fields. (4) As a service to industry and to individuals of Southwest Kansas, it is a General Education Development Test center. (5) It is an educational center sponsoring many Kansas State High School Activity Association activities such as speech, drama, and music. (6) It is a test center for state Civil Service examinations, selective service test, science-research tests, Navy ROTC tests, as an A.C.T. center, a Peace Corps center, and as a Junior Academy of Science center. (7) The college has accepted responsibility for the organization and supervision of the Manpower Development and Training Act programs, as indicated by the Farm Hand Training Program and the present Clerical-Secretarial Training Program.

### Adult Education

On the community college level, Dodge City College, under the authority of the Board of Education, carries on all adult education

about by long-term needs. These programs have been in operation for more than five years. A farm hand training program, blue-print reading, and mathematics for the trades and crafts are examples of courses taught to fill temporary needs that are based on immediate community needs.

Some changes within course structure have been motivated by follow-up surveys. Greater emphasis on writing in the English language and in other departments grew out of student surveys. Some changes in the world history courses have come about through a survey of student opinion and the desire for a parallel offering with senior college.

Recommendations by the faculty and administration brought about the inclusion of physical education courses in the general education requirements. Engineering Graphics I and II are also being taught because of the recommendation of faculty and administration.

Some change in curriculum was brought about by the requirements in state certification laws for teachers. Dodge City College dropped all education courses, with the exception of Introduction to Education, in order to conform with state law and practices. Many times these sources may only cause changes in course content or revision of procedure.

As needs for change are brought to the attention of the administration and faculty, they are evaluated, and recommendations either for change or for further study is made. The faculty is then responsible for the final decision of adding or dropping the course. If it is only content or procedural change, the decision rests largely with the faculty member most concerned.

functions of the school system. A number of adult education programs are offered to all out-of-school youth and adults of southwest Kansas through the following five major programs: summer college, evening college, upper-division extension classes, special short courses and conferences, and sponsorship or co-sponsorship of various community and area meetings and organizations.

The evening college will offer any courses for which there is sufficient demand and for which a competent instructor may be obtained. Both college level credit and non-credit classes and/or less than college level classes are offered in the evening college. A typical year's program includes a variety of courses such as business, English and literature, history and social science, homemaking, language, vocational courses, professional education courses, a number of the so-called "recreational" courses and from three to six upper-division extension courses.

The summer college offers two phases of educational work: Dodge City College credit courses in the subject fields that are overcrowded during the regular college year, and upper-division extension courses. A usual summer offering will include approximately six to eight Dodge City College courses and two to four upper-division extension courses.

The college has sponsored or co-sponsored a number of short courses and conferences for such organizations as the American Bankers Association, Kansas University Extension Center, Insurance Underwriters, State Pharmacy Association, and others. The college furnishes facilities, instructors from the staff, publicity, and organizational plans upon request.



The adult education program, consisting of summer and evening classes and short courses, is completely financed from fees that the students pay, with the exceptions of reimbursement from the State Board of Vocational Education, and the direct payments to the instructors by the four-year colleges for their teaching of the extension courses.

Vocational-Technical Program:

In 1964 the State Board for Vocational Education accepted the application of the Dodge City Board of Education for the establishment of an Area Vocational-Technical School in Dodge City, Kansas. Under arrangement with the Board of Education, the college assumed responsibility for all phases of the post high school program in vocational-technical education. The head of the college's Adult Education Program was named head of the Division of Vocational-Technical Education.

Although the work offered in the vocational-technical program is not intended primarily for college transfer, it is nevertheless of very high quality. The major purpose of this type of education is to prepare the student for entry into the world of work soon after he has completed his training. However, many colleges, including Dodge City College, will accept a part, and in some cases all, of this credit work on a degree program. The credits acceptable on the A.B. degree as shown in the 1965-66 catalog.

Success of this type of vocational-technical education is demonstrated by the fact that about 40 girls a year enter practical nurse training and 23 women and two men entered the first class in cosmetology. Less than two per cent of the students who have completed the practical



nurse course have failed the state licensure examination. While it is too early to report test results in cosmetology, the first class started in January, 1965, it is expected that the same type of high quality training will result there.

Changes in the curriculum and instructional program may flow from the needs of students in the college-parallel program and such changes are often accomplished with the help of professional groups from other junior colleges and four-year schools. So, too, is expert and enlightened assistance needed in the development of the vocational-technical program.

The committees are advisory only, as policy making is reserved for the Board of Education. However, within these limits, the work of the advisory committees in the development of functioning of the vocational-technical programs has been outstanding. The committees have assisted in the development of the courses of study, the purchase of proper equipment, instructional techniques, job analysis and placement services, and program evaluation.

From the viewpoint of the whole college, the advisory committees have been most helpful, not only in the area of vocational-technical training, but also in the development of sound public relations. The advisory committees not only assist in helping the programs to develop, but also tend to become good friends of the college.

From this presentation of the curriculum and instructional program it appears that the college does provide courses of study, community-related activities, general education programs, and adult education opportunities designed to implement its stated philosophy and purposes. This program is within the capabilities of its faculty,

and is set up to meet the needs of its students.

The recent and fairly rapid development of the vocational-technical division with programs in practical nursing, cosmetology, electricity, secretarial training, and others, indicates a flexible curriculum, responsive to the changing needs of society and the students.

The Junior College Lecture Series with its nationally recognized speakers and the college's participation in the Community Concert Series indicate a desire, on the part of the college, to present community activities of some importance.

The recent Farm Hand Training Program and the recent Clerical-Secretarial Program offered under the Manpower Development and Training Act help complete the picture of a curriculum and instructional program operating in keeping with the philosophy and purposes of the college.

## THE SERVICE AREA AND THE STUDENTS

The service area for the college is basically Dodge City and Ford County, which together supplied fifty-six per cent of the 1965-66 enrollment, and the six adjacent counties which produced eighteen per cent of the population in that year. Thus three-fourths of the students come from an area of roughly thirty-five miles radius of Dodge City. Only eight per cent of the student body come from out-of-state or overseas.

The economics of the area are agriculture and agri-business, with some light manufacturing which is also agri-oriented. Dodge City, which is the hub of the seven county area, is an agricultural service center of considerable importance to southwest Kansas.

Retail business in dry goods, general merchandise, farm implements, and automobiles are important parts of the economy. The city is also a wholesale center for the area.

Service industries including accounting, financial, automobiles, medicine, dentistry, and special medical personnel are significant to the area. Two hospitals, one eighty-five beds, the other fifty beds, provide their special services in the city, while the hospital at Bucklin in the eastern part of the county can handle twenty-five patients. The provision of first class medical, dental, and other health services is an important part of the urban situation, and is likely to increase in importance in our area.

Wheat and sorghum grain growing and cattle raising are the backbone

of the agriculture in the region. The technical revolution has affected this area. Rural farm population is decreasing while urban population is increasing. Technological improvements indicate that cities like Dodge City will become important centers for the processing of beef cattle. Great feed lots have developed here in recent years. There is indication that automatic feeding devices and scientifically balanced diets will change the whole nature of the cattle industry in this area.

Description of the Groups to be Accommodated

Day School students will attend between hours 7:00 A.M. and 5:00 P.M. They will be freshmen and sophomores, between ages of 18 and 21 years. They will fall into two main catagories:

- (1) Liberal arts and professional students, and
- (2) Vocational-technical students.

Night college students will fall into the same two catagories but will vary much more in age than Day School students, ranging from 18 to 60 years.

Community services will reach all age levels in the community, even children in the physical education building (swimming).



ENROLLMENTS BY YEAR WITH ESTIMATIONS THROUGH 1975

|                            | <u>YEAR</u> |            |            |            |            |            |            |
|----------------------------|-------------|------------|------------|------------|------------|------------|------------|
|                            | 1959        | 1960       | 1963       | 1965       | 1966       | 1967       | 1968       |
| <b>Full-Time</b>           |             |            |            |            |            |            |            |
| Freshmen                   | 173         | 201        | 255        | 366        | 403        | 443        | 487        |
| Sophomores                 | 97          | 89         | 124        | 157        | 173        | 190        | 209        |
| Vocational<br>Technical    | 60          | 67         | 66         | 142        | 174        | 192        | 214        |
| <b>Total<br/>Full-Time</b> | <hr/> 330   | <hr/> 357  | <hr/> 445  | <hr/> 665  | <hr/> 750  | <hr/> 825  | <hr/> 910  |
|                            | 1969        | 1970       | 1971       | 1972       | 1973       | 1974       | 1975       |
| <b>Full-Time</b>           |             |            |            |            |            |            |            |
| Freshmen                   | 536         | 590        | 649        | 714        | 775        | 842        | 912        |
| Sophomores                 | 230         | 253        | 278        | 306        | 327        | 349        | 369        |
| Vocational<br>Technical    | 234         | 257        | 273        | 280        | 298        | 309        | 319        |
| <b>Total<br/>Full-Time</b> | <hr/> 1000  | <hr/> 1100 | <hr/> 1200 | <hr/> 1300 | <hr/> 1400 | <hr/> 1500 | <hr/> 1600 |

The Comprehensive Educational Survey of Kansas, V, Statistical Report: Higher Education Study, March, 1960, projected enrollments at Dodge City Community Junior College to go from 274 in 1958 to 303 in 1960, to 340 in 1965, to 380 in 1970, and 425 in 1975. The actual enrollment in 1965 was 665. On the other hand, the Survey did show that Kansas college enrollments would double by 1965, double again by 1970, and possibly double once more by 1975. Up to now this has been more nearly the experience of this college.

In the latter event we can expect Dodge City Community Junior College enrollment to be about 1,000 in 1969 and 1,100 in 1970. It is on this basis that we advise building the campus to accomodate 1,000 full-time day students.

**PERSONNEL REQUIREMENTS****(1) Professional****(a) Administration Staff**

**President**

**Dean of Admissions and Registrar**

**Dean of Student Personnel**

**Dean of Academics**

**Dean of Vocational-Technical**

**Director of Practical Nursing**

**Director of Agricultural-Technology**

**(b) Instructional**

**Division of Humanities (English, Speech, Dramatics,  
Journalism, Literature,  
Foreign Language)**

**Head (1)**

**Instructors (6)**

**Division of Social Studies and Business (Political  
Science, Economics, Sociology,  
History)**

**Head (1)**

**Instructors (8)**

**Division of Fine Arts (Music, Art)**

**Head (1)**

**Instructors (4)**

**Division of Science and Mathematics**

**Head (1)**

**Instructors (6)**

**Division of Vocational-Technical**

**Directors (3)**

**Instructors (12)**

**(c) Special Services**

**Head, Library (1)**

**Assistant, Library (1)**

**Counselors (2)**

**(2.) Non-Professionals**

Secretaries (6)

Clerks (3)

Supt., Buildings and Grounds (1)

Custodians (2)

Dormitory Supervisors (2)

Food Manager (1)

Food Handlers (5)

Student Union Manager (1)

Student Union Workers (2)

**BRIEF DESCRIPTION OF THE PHYSICAL PLAN**

**General Character of the Buildings**

**General Atmosphere**

This is Western Kansas - open spaces, "...give me land, lots of land, under Western skies..." "Give me a home where the buffalo roam, where the deer and the antelope play." A general feeling of spaciousness, open spaces, sky, western influence evident. After all, this is the "Cowboy Capital." The Indian, cowboy, buffalo, rancher, have all left their mark on the country.

**Major units will include:**

- 1.) Administration
- 2.) Library
- 3.) Science
- 4.) Humanities
- 5.) Fine Arts
- 6.) Physical Education
- 7.) Student Union
- 8.) Men's Dormitory
- 9.) Women's Dormitory

**General facilities required will include:**

Instructional and non-instructional facilities will include:

- 1.) Administration Building
  - a.) President
  - b.) Deans (4)
  - c.) Counselors (2)
- 2.) Humanities Building
  - a.) English: Composition, Literature
  - b.) Social Studies: Sociology, Political Science, Economics, History, Anthropology



- c.) Business: Typing, Shorthand, Accounting, Machines
- d.) Foreign Language: Laboratory
- 3.) Science Building
  - a.) Mathematics
  - b.) Biology
  - c.) Physical Science and Physics
  - d.) Chemistry
- 4.) Library Building
  - a.) Book Collection: 25,000
  - b.) Audio-Visual Collection
  - c.) Periodicals
  - d.) Seat: 200, American Library Association Standards
  - e.) Conference(s) Rooms
- 5.) Fine Arts Building
  - a.) Art Studios and Workshops
  - b.) Music Studios and Rehearsals
  - c.) Speech and Drama
  - d.) Dramatics and Music Theatre
  - e.) Chorus and Bandroom
- 6.) Physical Education and Health
  - a.) Gymnasium
  - b.) Swimming Pool
  - c.) Minor Sports Room
  - d.) Handball Courts
- 7.) Student Union
  - a.) Cafeteria
  - b.) Recreation Room
  - c.) Snack Bar
  - d.) Publications Room
  - e.) Faculty Dining Room
  - f.) Groups Meeting Room
  - g.) Health Center
- 8.) Dormitory, Men
  - a.) Bedrooms
  - b.) Lounges
- 9.) Dormitory, Women
  - a.) Bedrooms
  - b.) Lounges

#### **General Characteristics of Campus Site**

The most desirable location will include:

- 1.) General: South of By-Pass and north of the Arkansas River
- 2.) Size: 135-160 acres, square or rectangular
- 3.) Topography: Mildly rolling
- 4.) Utilities: Should be available or made available
- 5.) Access: Preferably on or near major arteries, e.g., By-Pass #50, 14th Street, Central Avenue, or Avenue A, or improved county roads and State roads.

**PART II**

**THE DETAILED PROGRAM:**

**EDUCATIONAL PLAN**

**PHYSICAL PLAN**

# Administration Building

## Detailed Statements of Desired Spaces and Educational Program

### Instructional Spaces

#### 1. Numbers and Kinds of Rooms

NONE

### Non-Instructional Spaces

#### 1. Required Numbers and Kinds of Rooms

- a. Board of Trustees room
- b. President's Office
- c. Reception Room
- d. General Office Room
- e. Dean of Instruction Office
- f. Dean of Admissions and Registrar Office
- g. Dean of Student Personnel Office
- h. Dean of Vocational-Technical Office
- i. Counseling Center
- j. Business Manager's Office
- k. Workroom - Mailroom

#### 2. Descriptions of the Program, Function and Facilities for Each Room

##### Board of Trustees Room

- a. Sizes and Kinds of Groups
  - 1). Six man board, president and other college officers, members of public on occasion
  - 2). Should accommodate 15-20 comfortably
- b. Types of Activities
  - 1). Board meetings and conferences
  - 2). Occasional public meeting
- c. Location and Relationships

- 1). Central location in Administration building
  - 2). Adjacent to President's Office and connected by door or sliding panels
- d. Physical arrangements
- 1). Some 18' x 25', probably rectangular shape
  - 2). Outside view, possibly on to central patio
- e. Description and List Equipment, etc.
- 1). Long table, executive-type
  - 2). Ten executive-type armchairs
  - 3). Built-in cabinet
  - 4). Toilet, adjacent to President's Office, stool, lavatory, medicine cabinet
  - 5). Appropriate oils and/or statuary, carpeted
  - 6). Small kitchen

#### President's Office

- a. Sizes and Kinds of Groups
- 1). Small groups, 4-5
  - 2). Students, faculty members, patrons
- b. Types of Activities
- 1). Executive, conference, working office
  - 2). Small meetings
- c. Location and Relationships
- 1). Adjacent to Board Room and to General Office
  - 2). Handy to other Administrative offices
  - 3). Outside view
- d. Physical Arrangements
- 1). Largest of executive offices, perhaps 15' x 20'
  - 2). Executive-type lay out, focal point: bookcases



**e. Description and List of Equipment**

- 1). Large desk, armchair
- 2). Dictation stand
- 3). Book cases
- 4). Toilet: See Board Room
- 5). Small kitchen
- 6). Carpeted
- 7). Appropriate oils

**Reception Room**

**a. Sizes and Kinds of Groups**

- 1). Two-four people: waiting
- 2). One secretary - receptionist

**b. Types of Activities**

- 1). Waiting room
- 2). Secretary's office space

**c. Location and Relationship**

- 1). Adjacent to General Office
- 2). Adjacent to foyer and entrance

**d. Physical Arrangements**

- 1). Small outeroom created by counter or secretary's desk

**e. Descriptions and Lists**

- 1). Secretary's desk
- 2). Counter (?)
- 3). Lounge and several chairs
- 4). Switchboard

### General Offices

- a. Sizes and Kinds of Groups
  - 1). Five secretaries
  - 2). Waiting visitors, salesmen, patrons
- b. Types of Activities
  - 1). General Office procedures
  - 2). Reception area: foyer
- c. Location and Relationship
  - 1). Central to all other administrative offices
  - 2). Central to the building
- d. Physical Arrangements
  - 1). Hub of business procedures
  - 2). Hub of records, personnel services, etc.
  - 3). Well-lighted, lively
- e. Description and lists
  - 1). Five desks, chairs
  - 2). Filing cabinets
  - 3). Walk-in safe, adjacent to Registrar's Office
  - 4). Typing and Dictation-Transcription stands

### Dean of Instruction

- a. Sizes and Kinds of Groups
  - 1). Up to 8-10 faculty members
  - 2). Visitors, salesmen, patrons, students, usually singly
- b. Types of Activities
  - 1). Executive
  - 2). Conference
- c. Location and Relationships
  - 1). Close to General Office

2). Close to President's Office

d. Physical Arrangements

1). 14' x 14' is possible size

2). Attractive, well-lighted

e. Description and Lists

1). Executive desk and chair

2). Built-in bookcases

3). File cabinet 4-drawer

4). Carpet

Dean of Admissions and Registrar's Office

a. Sizes and Kinds of Groups

1). Small groups of 2-3 people, generally

2). Faculty, 2-3 at a time

3). Visitors, salesmen, patrons, students

b. Types of Activities

1). Conferences

2). Executive work

c. Location and Relationships

1). Walk-in vault adjacent

2). Adjacent to central offices

d. Physical Arrangements

1). Probably 14' x 15'

2). Well-lighted

e. Description and Lists

1). Executive desk and chair

2). Built in bookcases

3). File cabinets 4-drawer

4). Carpeted

5). Four electric receptacle

### Dean of Student Personnel

#### a. Sizes and Kinds of Groups

- 1). Groups of from one to five students
- 2). Visitors, salesmen, patrons

#### b. Types of Activities

- 1). Counseling, information services, follow-up services, research
- 2). Testing services adjacent (See Counseling Center)

#### c. Location and Relationships

- 1). Close to Counseling Center
- 2). Adjacent to General Office
- 3). Close to Dean of Admissions and Registrar

#### d. Physical Arrangements

- 1). Connected by door(s) to Counseling Center
- 2). Well-lighted

#### e. Description and Lists

- 1). Executive desk and chair
- 2). Built in bookcases
- 3). File cabinet
- 4). Carpeted
- 5). Four electric receptacles

### Counseling Center

#### a. Sizes and Kinds of Groups

- 1). Individuals and groups of 2 to 4
- 2). Students, occasionally faculty and parents



**b. Types of Activities**

- 1.) Conferences, counseling, information services, follow-up services, placement
- 2.) Testing

**c. Location and Relationship**

- 1.) Adjacent to Dean of Student Personnel and Registrar
- 2.) Close to General Office

**d. Physical Arrangements**

- 1.) Two offices for counselors, 10 feet x 14 feet
- 2.) Reception room
- 3.) Conference - Testing room

**e. Description and Lists**

- 1.) 2 desks: counselors, with chairs
- 2.) Secretary desk, typewriter stand, chair
- 3.) Book cases in reception room
- 4.) Pamphlet racks built in reception room
- 5.) Bulletin board built in reception room
- 6.) Work table in reception room
- 7.) Four electric receptacles
- 8.) Filing cabinet - 4 drawers in each counselor's office and 2 in reception room.
- 9.) Built in bookcases in counselor's rooms
- 10.) Built in cabinets in conference-testing room with locks

**BUSINESS MANAGER'S OFFICE**

**a. Sizes and Kinds of Groups**

- 1.) One to two people
- 2.) Visitors, salesmen, patrons
- 3.) Reception

**b. Types of Activities**

- 1.) Student fee paying
- 2.) All funds received and disbursed
- 3.) Executive
- 4.) Small group

**c. Location and Relationship**

- 1.) Near an entrance-exit
- 2.) Near General Office

**d. Physical Arrangements**

- 1.) Space for three people in suite
- 2.) Outer office for two clerks
- 3.) Inner office for manager

**e. Description and Lists**

- 1.) Table
- 2.) Executive desk and chair
- 3.) Two secretary's desks and chairs
- 4.) Two typewriter stands and one transcription stand

**WORKROOM - MAILROOM**

**a. Sizes and Kinds of Groups**

- 1.) Clerks and secretaries (5)
- 2.) Administrative personnel

**b. Types of Activities**

- 1.) Mail: open and going
- 2.) Stencil and ditto work
- 3.) Collation and porting

**c. Location and Relationship**

- 1.) Adjacent to General Office
- 2.) Adjacent to Registrar

**d. Physical Arrangements**

- 1.) Storage space for Office Supplies and College Forms

2.) Shelves

e. Description and Lists

1.) Mimeo and stand

2.) Spirit duplicator and stand

3.) Off-Set Duplicator and stand

4.) Collator

5.) Folding machine

6.) Paper cutter

7.) Large size mailing machine

# Agriculture Building

1

## Detailed Statements of Desired Spaces and Educational Program

### Instructional Spaces: Agriculture Building

#### 1. Number and kinds of rooms (based on building 80 x 125 feet)

- a. One classroom 30' x 30', to accommodate a maximum of 50 students. (optimum 40 students) This will serve as a recitation-lecture room.
- b. One combination class and laboratory room 25' x 30', to accommodate approximately 20 students, either in recitation or in laboratory session. It will serve Irrigation and Feed Technology, and Crops and Soils laboratory sessions.
- c. One Agricultural Shop of approximately 7,000 sq. feet, to accommodate instruction in all types of Agricultural Machinery and Power.
- d. One paint room, approximately 24' x 24' (576 sq. ft.)

#### 2. Numbers and kinds of rooms

##### a. Sizes and kinds of groups to be accommodated

- 1.) The classroom will serve classes of approximately 30 students, but should be planned to accommodate a maximum of 50 students.
- 2.) The combined laboratory-classroom will serve classes of approximately 20 students.
- 3.) The agricultural shop should be large enough to serve 40 students with appropriate amounts of machinery, equipment, and tools.
- 4.) The paint room should be large enough to accommodate large farm machinery for cleaning and painting.

##### b.-c. Teaching Methods and types of class activities

- 1.) Lecture-recitation activities in both of the classroom areas include use of overhead projectors, slide/strip film projectors, and 16 mm sound film projectors, plus use of chalkboards and other visual techniques. Most classes will be of the lecture-discussion type. Some demonstrations may take place in either classroom. Activities will include small-group and individual recitation by students.



- 2.) The shop teaching methods normally follow a demonstration-participation pattern. Students follow up demonstration with practice activities, both as teams and as individuals. Most activities will be in the repair and set-up of agricultural machinery and equipment.
- 3.) Paint room activities will include small and large groups participating in demonstrations, and teams of students cleaning and painting machinery and equipment.

d. Location and relationship to other facilities

- 1.) The agriculture building should be placed on the periphery of the campus so that instruction on the land laboratory might be facilitated. The building front should be faced so that shop main doors face south or east.
- 2.) The classroom and classroom-laboratory should be in the same end of the building, either adjacent to each other, or by the office complex.
- 3.) The paint room should be adjacent to the shop, but separated by partitions. It should be on the south or east side of the building.
- 4.) The shop should be close to the classrooms, but constructed so that noise in the shop will not disturb classes in progress. All shop windows should be at least 6 feet above the floor.

e. Physical arrangements and features

- 1.) Classrooms should be provided with one wall area of windows facing the out-of-doors. Storage rooms should be close to the front of the room. Classrooms may open either into the shop or into the main hall.
- 2.) The classrooms and office complex should be adjacent, and preferably at one end of the building. While the shop must be very close to the classrooms, it would be helpful to create the illusion of separation.

f. Description of lists of equipment and furniture

- 1.) Classroom equipment:
  - a. venetian blinds
  - b. instructors demonstration desk (3' x 8') with sink and gas outlets
  - c. duplex receptacles (front, sides, rear)
  - d. 40-50 student desks, with arm
  - e. chalkboards (16-20 running feet)

- f. bulletin boards
- g. projection screen
- h. projection stand (for 16 mm, slide and strip film and overhead projector).
- i. desk lectern (portable)
- j. Magazine rack

2.) Classroom - laboratory combination

- a. venetian blinds
- b. instructors demonstration desk (not in center of room) gas and water outlets (3' x 8').
- c. duplex receptacles
- d. 10 student tables (2 man) and chairs for 20-25.
- e. chalkboards (16-20 running feet.)
- f. bulletin boards
- g. projection screen
- h. projection stand (for 16 mm, slide and strip film and overhead)
- i. desk lectern (portable)
- j. laboratory benches for 20 students - facing wall, with suitable storage areas built-in (water available)
- k. double entry door (48")

3.) Agricultural Shop - 7,000 Square Feet. May be rectangular or 'L' shape, large equipment door should be overhead (garage) type at least 20-22 feet long and 16 feet high. If shop is 'L' shaped, a large, nearly square area must be provided with direct access to large door for machinery classes. Shop may have the following areas:

- a. Machinery (Agricultural)
- b. tractor repair
- c. hydraulic repair and laboratory area
- d. diesel test room (sealed)
- e. tool room (see non-instructional areas)
- f. locker and washroom (non-instructional area)
- g. paint room
- h. electrical motor repair and laboratory area
- i. small gasoline engine area
- j. supply room
- k. welding area

General recommendations about the above areas:

- a. the agricultural machinery area should be in the widest and most easily accessible part of the shop. It should be the closest major area to the main door(s). Much machinery being adjusted, repaired, or set-up will be moved in and out of the shop daily. Three to six major items of equipment might be on the floor at one time.

- b. The tractor repair area can be on one wall of the shop, but must be 20 feet plus in depth and approximately 80-90 feet long.
- c. The diesel test room should be close to the tractor repair area.
- d. The hydraulic laboratory area should be near the tractor repair area.
- e. The central tool room should be located between the small gasoline engine area and the tractor repair area.
- f. The locker room-wash room should be between the shop and classroom-office complex.
- g. The paint room should front on the same side of the building as the shop. Door should be approximately 20 feet long.
- h. Electrical motor and repair area may be adjacent to the small gasoline engine area.
- i. See e. above.
- j. The supply room may be located by the paint room.
- k. Welding area should be adjacent to the machinery area.

Shop instructional space, by area: 7,000' overall (Approx.)

- a. tractor repair - 2,000 Sq. Feet
- b. machinery - 2,600 Sq. Feet minimum
- c. Small gasoline engines - 300 Sq. Ft.
- d. hydraulics - 300 Sq. Ft.
- e. electric motors - 300 Sq. Ft.
- f. diesel testroom - 80 Sq. Ft.
- g. paint room - 576 Sq. Ft.
- h. welding area - 200 Sq. Ft.

Shop non-instructional space, by area:

- a. central toolroom - 200 Sq. Ft.

b. supply room - 100 Sq. Ft.

c. locker-washroom - 500-600 Sq. Ft.

#### Shop Equipment.

- 1.) Steam cleaner. This cleaner should be placed in the paint room, with access to outside and to cleaning area in the main shop.
- 2.) Large air compressor (Air to: paint room, tractor, machinery, and small engine areas)
- 3.) Spray paint equipment
- 4.) Eight individual benches for tractor repair
- 5.) Four (4) general duty benches
- 6.) 30' x 60' concrete slab outside main doors. A loading dock should be placed on one end of the slab.
- 7.) Overhead hoist (2 ton) on an I-beam track. This hoist should cover all of the tractor area and part of the machinery area. (electric control)
- 8.) Five tool cabinets (wall type) for special tools.
- 9.) Exhaust system (central and for welding areas)
- 10.) Welding equipment (8 stations, 4 Arc and 4 Acetylene)
- 11.) Shop electrical - 230 volt available

#### Non-Instructional Spaces

##### 1. Required numbers and kinds of rooms

- a. stove room adjacent to main classroom
- b. stove room adjacent to class-lab room
- c. central tool room (in shop)
- d. supply room (in shop)
- e. men's and women's toilet
- f. locker & wash-room (in shop)
- g. secretarial office
- h. three offices for teachers (2 main offices)
- i. work-room (class preparations, duplication, etc.)



## 2. Descriptions of the function and facilities for each room

### a. sizes and kinds of groups to be accommodated

- 1.) Store rooms for classrooms should be about 6' x 12', with wall shelves and cabinets for supplies and equipment, including audio-visual storage.
- 2.) Central tool 10' x 20', for accommodating all electrical and test equipment and large tools.
- 3.) Supply room 8' x 12' for consumable supplies
- 4.) Locker room to accommodate 100 individual lockers
- 5.) Offices - one for departmental secretary and three for instructors
- 6.) Workroom - 3-6 people preparing and processing materials

### Type of activities to be provided for

- a. Offices should provide for individual study and counseling
- b. Minimum of 20 students may be in locker-washroom at one time
- c. Location and relationship to other facilities  
(See part A, Section 2, subsection d.)
- d. Physical arrangements and other features

- 1.) The work room should be readily accessible from all offices.
- 2.) Offices should have one window to the outside. If located next to shop they should have provision made for lessening shop noise.

### e. Descriptions and lists of equipment and other materials

- 1.) Store rooms should have cabinets and shelving for books and supplies. A desk top cabinet may be provided for audio-visual equipment.
- 2.) Central tool room should have walls prepared for tool storage. One end on wall should have cabinet shelving.
- 3.) Supply room, one wall shelved, one wall bolt bin and small supplies
- 4.) Locker and wash-room - 100 individual lockers and suitable dressing benches. A large round-type washing basin, 2 stools, 3 urinals, showers, and mirrors should be provided.

- 5.) Secretarial office, 10' x 12' with 2-4 waiting chairs, small magazine rack, desk and chair, electric typewriter and accessories, files.
- 6.) Teachers office. One for department head and two for teachers, all offices 10' x 12' with 2 double desks and chairs, one 4 drawer letter file and all with adjustable shelving. Two extra chairs for conferences and counseling.
- 7.) Workroom 6' x 10' or larger - 1 work table with duplicator - "thermofax" (copier) Electric typewriter and chairs.

TOTAL ENROLLMENT DATA

Instructional Periods  
Per Week

Building \_\_\_\_\_ Total CURRENT Enrollment \_\_\_\_\_

Total FUTURE Enrollment \_\_\_\_\_

|        | A<br>Course                                             | B<br>Future Course<br>Enrollment | C<br>No. of Periods<br>Attended<br>Per Week | D<br>Class<br>Size | E | F | G |
|--------|---------------------------------------------------------|----------------------------------|---------------------------------------------|--------------------|---|---|---|
| Ag 21  | Organization and Management<br>of Machinery dealerships | 16                               | 6                                           | 16                 |   |   |   |
| Ag 22  | Service Department<br>Operating Procedures              | 16                               | 6                                           | 16                 |   |   |   |
| Ag 23  | Parts Department<br>Operating Procedures                | 16                               | 6                                           | 16                 |   |   |   |
| Ag 24  | Agricultural<br>Salesmanship                            | 45                               | 6                                           | 45                 |   |   |   |
| Ag 31  | Agricultural Machine<br>Shop I                          | 16                               | 15                                          | 16                 |   |   |   |
| Ag 32  | Agricultural Machine<br>Shop II                         | 16                               | 15                                          | 16                 |   |   |   |
| Ag 33  | Agricultural Machine<br>Shop III                        | 16                               | 15                                          | 16                 |   |   |   |
| Ag 34  | Agricultural Machine<br>Shop IV                         | 16                               | 12                                          | 16                 |   |   |   |
| Ag 41  | Introduction to<br>Irrigation                           | 10                               | 12                                          | 10                 |   |   |   |
| Ag 42  | Irrigation<br>Technology I                              | 10                               | 12                                          | 10                 |   |   |   |
| Ag 43  | Irrigation<br>Technology II                             | 10                               | 15                                          | 10                 |   |   |   |
| Ag 51  | Feed Technology I                                       | 20                               | 15                                          | 20                 |   |   |   |
| Ag 52  | Feed Technology II                                      | 20                               | 15                                          | 20                 |   |   |   |
| Ag 200 | Plant Science                                           | 40                               | 6                                           | 40                 |   |   |   |
| Ag 270 | Soils                                                   | 40                               | 6                                           | 40                 |   |   |   |
| Ag 220 | Farm Crops                                              | 40                               | 6                                           | 40                 |   |   |   |





# Humanities, Social Science and Business Building

## Detailed Statements of Desired Spaces and Educational Programs

### Instructional Spaces: Humanities

#### 1. Numbers and Kinds of Rooms

- a. Five classrooms 20x30, one of which will serve as a regular modern language classroom, and one of which will provide for extension of the language facilities. The three remaining rooms will serve alternately as English and speech facilities.
- b. Two classrooms 40x30, divided with a soundproof folding partition. These rooms are meant to provide meeting areas for small class sections and also for double class sections for lecture purposes. They will serve English and speech.
- c. One 20x30 reading laboratory for work with students with reading problems and also with those with a desire for increased speed or comprehension by recommendation of instructors.
- d. One language laboratory for modern languages, about 25x35, to accommodate 30 booths, the console, and storage space. The language laboratory should be planned to serve the students as a library type of practicing and work place, and to serve the instructor as an instructional area and as a center for related audio-visual services such as movie and slide projection, recording, etc.
- e. An extension of the language laboratory in the library to provide supplementary laboratory area for use when the regular area is occupied or closed.

#### 2. Descriptions of the Program, Functions and Facilities for Each Room

##### a. Sizes and kinds of groups to be accommodated

- 1.) The modern language classrooms will serve classes of 20 to 25 students, but should be planned for 35 instructional spaces in order to provide extra room for informal activities which promote learning. The remaining classrooms will serve English composition classes of a maximum size of 30, literature classes of up to 40, and speech sections of up to 30.
- 2.) The two large classroom areas will serve combined lecture capacity of 60 to 70 students while open, and, when closed, will provide space for class work with small classes such as journalism and advanced composition.

- 3.) The reading laboratory should be built to accommodate up to 15 students in individual reading booths, positions for instructors and student assistants, and for storage.
- 4.) The language laboratory should be large enough to accommodate 30 booths, the console, and storage space. It is recommended normally that 16-20 feet be allowed for each student here.
- 5.) The extension of the language laboratory in the library should provide room for two to four student positions. No storage facilities are necessary in this area since students will check tapes out of the main laboratory area in advance.

b. Teaching methods and types of class activities

- 1.) Regular class areas will accommodate a combination of teaching methods and class activities including:
  - 1) lectures incorporating use of opaque projectors, movies, overhead projectors, phonographs, tape recorders and any other appropriate audio-visual aids; 2) class discussion, small group discussion and individual student-teacher conferences during class periods; and 3) individual performances by students.
- 2.) Double class areas will provide for lectures combining two class sections for such purposes as introductory lectures in literature. It will also provide somewhat smaller areas than the regular classrooms for such small sections as journalism and advanced composition, while still providing for the same techniques as mentioned above.
- 3.) Laboratory areas will facilitate such activities as group instruction, individual instruction and self instruction under supervised conditions. The modern language lab will also provide audio-visual equipment for use of movies and opaque and overhead projectors in this area.

c. Location and relationship to other facilities

- 1.) The department as a whole should be placed in close relationship with the library in order to facilitate library study as an important part of instructional activities.

- 2.) Those classrooms which are to be used for English and speech and those which are to be used for language instruction should be placed directly adjacent to each other and close to the office complex to be easily accessible.
- 3.) The laboratory facilities for the reading lab should be directly adjacent to the office complex for easy supervision. Those for language facilities should be placed between the modern language classroom and the room designated for the expansion of the department, with direct access to both.

d. Physical arrangements and features

- 1.) All regular classrooms should be provided with at least one wall area of windows to the outside. Doors should be placed at the back of the room and built-ins and storage facilities should be placed adjacent to the front of the room. Rooms should have acoustical treatment.
- 2.) Labs should be completely soundproof so that, if creating noise, they would not disturb other classes and activities and will not be disturbed by them. They should have windows to the outside. According to some recommendations, it is preferable to have other than fluorescent lighting (it is supposed to create disturbance in the equipment and create noises in the recordings). The wiring should be built under the supervision of a technician to assure use of all necessary equipment. In the language laboratory, the ceiling should be high enough to provide for room for installation of a platform at the front of the room (approximately 15 inches high) and for showing of movies. The console will be placed on this platform. Sheet No. A is the recommended setting for the five diffusing channels in the language lab. In addition, one of the program sources should go to all booths at the same time.

e. Description and lists of equipment, furniture and other materials

- 1.) Modern language classrooms should be equipped with:
  - (a.) two wall blackboards
  - (b.) movie screen installed above the blackboard
  - (c.) bulletin board space and bulletin board column (this column is the European way of advertising and is quite effective)
  - (d.) at least four electrical outlets (one on each wall)
  - (e.) darkening screens on windows
  - (f.) a door with big glass so lab can be seen, provided with a screen to block vision if necessary



- (g.) teacher's desk and chair
  - (h.) 25 student armchairs
  - (i.) an extra work table for use of record players or tape recorders
  - (j.) the browsing corner, with sofa, chair, coffee table, reading lamp and magazine rack or shelf.
- The second classroom need not have this provision.

2.) English and Speech classrooms should be equipped with:

- (a.) 30 student chairs with full desks
- (b.) built-in projection screens
- (c.) room darkeners
- (d.) blackboards (one wall only)
- (e.) at least four electrical outlets (one on each wall)
- (f.) audio-visual centers (to facilitate instructors' use of audio-visual aids)
- (g.) podium

3.) The language lab should include:

- (a.) electrical outlets on all walls
- (b.) blackboard space
- (c.) bulletin board space
- (d.) a console desk - should be placed on the platform in front of the room. This desk should be 20 inches high or the height required by the lab equipment agency. (This is lower than the desk now being used, which could be transferred to the classroom area.) If possible, the desk should be incorporated into new console (a model illustration is attached). The console desk should have provision for installation of a record player, and should have provision to distribute the recording on the record player to each and all booths, as well as aloud in open air. The record player should have a "cuemaster." The desk should have two to three additional plugs to make distribution from more record players and tape recorders possible (or from any other channel, e.g., microphone).
- (e.) the console - the console should have three panels for distribution. With the record player and one other source (outside tape recordings), it will give five sources. It should have two-way communication with the individual booths, and with all of them at once. The tape recorders as program sources should have recording possibilities. There should be provision to create communication between the individual booths and there should be an instructor's headphone.



- (f.) student positions or booths - It is recommended to have 4 rows of 6 student positions each. A fifth row wiring should be planned ahead, in case of needed addition of another 6 positions for the future. The units are to have a wire grouping as shown in illustration A rather than by rows. It facilitates instruction according to modern methods. The units should be positioned so as to provide aisles at the window and entrance walls. Booths should have glass fronts, fold-away sides, and enough space on top to have writing or desk space. Each booth should have a head-phone, with recording microphone and should have a tape recorder for "listen, respond and compare work."
- (g.) a record player
- (h.) an extra table for use with record player
- (i.) six reserve headphones
- (j.) floor microphone
- (k.) chair for console monitor
- (l.) 26 chairs
- (m.) tape file cabinet
- (n.) records and other materials file cabinet
- (o.) movie screen fastened above blackboard
- (p.) room darkeners

- 4.) The equipment for the reading lab is not yet specifically determined.

## Non-Instructional Spaces

### 1. Required numbers and kinds of rooms

- a. Eight small, individual offices or five offices, each large enough to accommodate two instructors, should be provided, grouped around one central work room. Two of these offices will be designated for the modern languages instructors and the remaining six will provide for English and speech personnel.
- b. One large central work room should provide space for community work and for departmental and divisional meetings.
- c. Restrooms for students and for faculty.

### 2. Description of the functions and facilities for each room

- a. Sizes and types of groups to be accommodated
  - 1.) Individual offices should provide for private work by the instructor and for conferences with individuals when privacy is desirable.

- 2.) The work room should provide for two or more instructors to work together and for instructors to work with small groups of students when other facilities are unavailable.

b. Types of activities to be provided for

- 1.) Offices should provide for individual study and counseling.
- 2.) The large workroom should provide space and facilities for departmental, divisional and instructional meetings of varying sizes as well as for instructional work.

c. Location and relationship to other facilities

- 1.) The office should be directly adjacent to laboratory facilities for easy supervision and should be easily accessible from all classroom areas.
- 2.) The office complex should provide an integral divisional identity.

d. Physical arrangements and other features

- 1.) The central work room should open directly into each office and should, in addition, have direct access to the outer hall.
- 2.) Each of the offices should be unattainable, except from the central workroom, and should, if possible, have a window to the outside. They should have acoustical treatment.

e. Description and lists of the equipment, furniture and other materials

- 1.) Each of the offices should be provided with the following for each instructor:
  - (a.) file (with lock)
  - (b.) storage cabinet
  - (c.) bookshelves
  - (d.) desk and chair
  - (e.) two side chairs
  - (f.) two or three electrical outlets in each office
  - (g.) bulletin board
- 2.) The central workroom should be equipped with:
  - (a.) 4 typewriters (2 electric)
  - (b.) electric duplicator (alcohol type)
  - (c.) electric mimeograph
  - (d.) storage cabinets
  - (e.) files (with locks)
  - (f.) work tables
  - (g.) telephone extension
  - (h.) conference table and eight chairs
  - (i.) buzzer system for inter-com to each instructor's office

## Detailed statements of desired spaces and educational program

### Instructional spaces: Social Science and Business

#### 1. Required numbers and kinds of rooms

- a. 9 classrooms, capacity in each 35 (exceptions 2 labs for 30/20)
- b. 1 general lecture hall, capacity 150

#### 2. Descriptions of the program, functions and facilities for each room

##### a. Sizes and kinds of groups to be accommodated

- 1.) 4 rooms for 35 students: lecture-discussion type of group
- 2.) 5 rooms, laboratory type for business classes
  - (a.) 2 for accounting with capacity of 35
  - (b.) 2 for business machines. Tables with separate chairs. One room should have a capacity of 30 and the other room a capacity of 20
  - (c.) 1 room, laboratory for stenography: typing and shorthand
- 3.) Lecture room, 150 capacity. Raised row seating. Set up for projection also multiple small-group discussion and lecture

##### b. Teaching methods

- 1.) 4 rooms for lecture and discussion. Allow projections.
- 2.) 5 laboratory group rooms
  - (a.) 2 rooms, accounting, tables with separate chairs.
  - (b.) 2 rooms, business machines
  - (c.) 1 room, stenography: typewriters and transcribing
- 3.) Lecture hall which will allow small groups to discuss. Projection and sound reproduction.

##### c. Types of class activities

- 1.) 4 rooms for discussion and lecture, with projection
- 2.) 5 laboratories for practice and for lecture
- 3.) Lecture hall which should allow for discussion and projection.

d. Location and relationship to other facilities

- 1.) 4 classrooms near each other and also near instructor's office
- 2.) 5 business laboratories near each other, perhaps in one wing
- 3.) In same building with above.

e. Physical arrangements and features

1.) 4 classrooms

- (a.) One of the classrooms is to have speaker's stand with dimmer for power source to supply projector, for room lighting control, for remote control of speakers (one in each front corner). There should also be an instructor's table (about 3 x 8).
- (b.) Another of the classrooms is to have racks on the wall for maps.
- (c.) All classrooms with "Flexlum" venetian blinds, lecturer's desk or table, portable lectern, and 35 student desks with arm (4 to 5 for left-handed students).

2.) Laboratories for business:

- (a.) Floor-outlets for machines and outlets for record players and for projector power source.

3.) Ditto item above.

f. Description and lists of equipment, furniture and materials

1.) 4 classrooms with:

- (a.) venetian blinds (Flexlum)
- (b.) instructor's table (3 x 8, approximately)
- (c.) wall power outlets (side, rear, front)
- (d.) 35 desks with writing arm (4 or 5 for left-handed students)
- (e.) speaker's stand (one room is special, see previous section, last listed)
- (f.) lectern-portable type

2.) 5 laboratories

- (a.) 2 for teaching accounting. Each table will seat 2 people, 30 separate chairs which are not attached.
- (b.) In accounting rooms there should be power outlets in each wall, table for instructor's use with portable lectern.
- (c.) two rooms for business machines. Wall power outlets, floor outlets for machines, tables
- (d.) special two-level tables for stenographic work. One level is for typing and other level for transcription. Table is in "L"-shape and the student chairs are not attached.



- 3.) Lecture hall
  - (a.) Risers for student seating
  - (b.) Chairs with writing arms, not permanent in room
  - (c.) Projection needs: outlets, screen, speakers, Flexlum blinds
  - (d.) Instructor's table at fore of room. There should be power at the table and a portable lectern.

#### Non-instructional spaces

##### 1. Required numbers and kinds of rooms

- a. Offices for instructors. Two per office. Arrange offices in cluster about one office for secretary to instructors.
  - 1.) Each office needs:
    - (a.) Adjustable, wall-mounted shelving
    - (b.) File case, 4-drawer with locks
    - (c.) Intercom to instructor's secretary
  - 2.) Need offices for ten
- b. Secretary (to instructors) - work room
 

Incoming phone calls come here  
 Typing here for instructors  
 Duplication here - Fluid process  
                                 Mimeograph  
                                 "Xerox-" type copier
- c. Toilet for the use of this cluster of workers (sink and stool)
- d. One general purpose conference room, accommodate 10 people

##### 2. Descriptions of the functions and facilities for each room

- a. Sizes and kinds of groups to be accommodated
  - 1.) Instructor's offices, each for two instructors, 10 x 12 feet
  - 2.) Secretary's office, 14 x 20 feet, one secretary
  - 3.) Toilet space as needed
  - 4.) Conference room about 14 x 16 feet

b. Types of activities to be provided for

- 1.) Offices for study, class preparation work, conferences
- 2.) Secretarial: typing, duplicating, phone calls
- 3.) Depends on individual
- 4.) Conference of staff or staff and students

# TOTAL ENROLLMENT DATA

Building Science

1965-66 Date

Total CURRENT Enrollment 545

Instructional Periods Per Week

1970 Date

Total FUTURE Enrollment 1,000

| A<br>Course         | B<br>No. of Pupils Now Enrolled | C<br>% of Total Now Enrolled | D<br>Future Change %<br>+ - | E<br>% Future Total Enrollment | F<br>Future Course Enrollment | G<br>No. of Periods Attended Per Week | H<br>Class Size | I<br>No. of Rooms Needed | J<br>Area | K<br>Total Area |
|---------------------|---------------------------------|------------------------------|-----------------------------|--------------------------------|-------------------------------|---------------------------------------|-----------------|--------------------------|-----------|-----------------|
| College Algebra     | 62                              | 11                           |                             | 11                             | 110                           | 3                                     | 30              |                          |           |                 |
| Trigonometry        | 23                              | 4                            | -1%                         | 3                              | 30                            | 3                                     | 30              |                          |           |                 |
| Anal. Geom. & Cal.3 | 10                              | 2                            | +1%                         | 3                              | 30                            | 5                                     | 30              |                          |           |                 |
| Anal. Geom. & Cal.1 | 26                              | 5                            |                             | 5                              | 50                            | 5                                     | 25              |                          |           |                 |
| College Math        | 66                              | 12                           |                             | 12                             | 120                           | 3                                     | 30              |                          |           |                 |
| Physics I           | 10                              | 2                            |                             | 2                              | 20                            | 3                                     | 30              |                          |           |                 |
| Graphics I          | 18                              | 3                            |                             | 3                              | 30                            | 5                                     | 20              |                          |           |                 |
| Graphics III        | 9                               | 2                            |                             | 2                              | 20                            | 5                                     | 20              |                          |           |                 |
| Physical Science    | 83                              | 15                           |                             | 15                             | 150                           | 5                                     | 25              |                          |           |                 |
| Inter. Algebra      | 35                              | 6                            |                             | 6                              | 60                            | 3                                     | 30              |                          |           |                 |
| General Biology     | 94                              | 17                           |                             | 17                             | 170                           | 4                                     | 30              |                          |           |                 |
| General Zoology     | 20                              | 4                            |                             | 4                              | 40                            | 7                                     | 25              |                          |           |                 |
| General Chemistry   | 62                              | 11                           |                             | 11                             | 110                           | 7                                     | 30              |                          |           |                 |
| Organic Chemistry   | 5                               | 1                            | +1                          | 2                              | 20                            | 9                                     | 20              |                          |           |                 |
| Quan. Chemistry     | 5                               | 1                            | +1                          | 2                              | 20                            | 8                                     | 20              |                          |           |                 |
| General Botany      | 20                              | 4                            |                             | 4                              | 40                            | 7                                     | 25              |                          |           |                 |

### TOTAL ENROLLMENT DATA

## Building Classroom (con't.)

Total CURRENT Enrollment 545Instructional Periods  
Per Week

Date \_\_\_\_\_

**Total FUTURE Enrollment** 1,000

Date \_\_\_\_\_

[illegible]



PHYSICAL EDUCATION,  
RECREATION, AND HEALTH  
BUILDING

## Detailed Statements of Desired Spaces and Educational Program

### Instructional Spaces: Physical Education and Health (Indoors)

#### 1. Required Number and Kinds of Rooms

- a. Gymnasium
- b. Swimming Pool
- c. Classrooms (3)
- d. Gymnastic Room
- e. Individual and Dual Sports-Dance Studio
- f. Weight Training Room
- g. Hand Ball rooms

#### 2. Description of the Program, Functions and Facilities for Each Room

##### a. Gymnasium

- 1.) Sizes and kinds of groups to be accommodated:  
Up to 50 persons in gym classes on each side of gym and intramural sports
- 2.) Teaching methods - Group instruction and participation
- 3.) Types of class activities, team sports, individual and dual sports
- 4.) Location and relationship to other facilities -  
Center of building
- 5.) Physical arrangements and features
  - (a.) 100 ft. x 120 ft. with sliding or folding doors to separate crosswise to make 2 gyms of 60 ft. x 100 ft. with six basketball goals--(2 glass backboards with power lifts on the ends, and 4 steel fan backboards with power lifts on sides)
  - (b.) Basketball courts painted on floor--one lengthwise, regulation size; and two crosswise
  - (c.) Four volleyball courts painted on floor
  - (d.) Four badminton courts painted on floor
  - (e.) Net supports (jacks) removable with recessed bases with caps to cover floor when removed
  - (f.) Each court painted a different color
  - (g.) Four shuffleboard courts painted on ends of gym
  - (h.) Pull down bleachers on sides of gym to seat 100 on each side
  - (i.) Electrical outlets--2 on each side and 1 on each end.
  - (j.) Glazed tile on walls--8 feet up (to facilitate cleaning)
  - (k.) Flooring--look into 3M Tartan Finish
  - (l.) Mercury vapor lighting--no fluorescent
- 6.) Description and lists of equipment, furniture and materials
  - (a.) Recessed jacks for high bar--covered caps on floor
  - (b.) Attachments in ceiling for rings and spotters belt
  - (c.) Large bulletin board
  - (d.) Large chalk board
  - (e.) Public address system
  - (f.) Exhaust fan
  - (g.) Scoreboard
  - (h.) Wall clock

## **b. Swimming Pool**

- 1.) Sizes and kinds of groups to be accommodated
  - (a.) Swimming classes
  - (b.) Lifesaving classes
  - (c.) Recreational swim groups
- 2.) Teaching Methods
  - (a.) Demonstration and participation
  - (b.) Group instruction
- 3.) Type of activities
  - (a.) Swimming
  - (b.) Lifesaving
  - (c.) Synchronized swimming
  - (d.) Diving
  - (e.) Recreational swimming
- 4.) Location
  - (a.) Either under gym or in adjacent wing to gymnasium
- 5.) Physical arrangement and features
  - (a.) Olympic length--135 feet  
Five lanes each 7 feet wide with space at edge of pool making the width 45 feet  
Depth of water -- 3 feet sloping to 9 feet
  - (b.) Tile construction of pool, deck, walls
  - (c.) Deck area--15 feet on each end of pool, 10 feet on each side
  - (d.) Acoustical, waterproof ceiling -- 15 feet above diving board
  - (e.) Lane division stripe tiled in with contrasting color
  - (f.) Lighting--recessed lighting
  - (g.) Electrical outlets in walls or room
  - (h.) Pool filter, vacuum cleaner
  - (i.) Bleacher area
- 6.) Equipment, furniture, materials
  - (a.) Diving board--1 meter
  - (b.) Built-in benches at end of room
  - (c.) Portable division rope for shallow end of pool
  - (d.) Equipment closet--100 sq. feet
  - (e.) Telephone extension

## **c. Classrooms (3)**

- 1.) Size and kind of groups
  - (a.) One room to facilitate handling 40 persons
  - (b.) Two rooms to handle up to 30 persons
- 2.) Teaching methods
  - (a.) Lecture and demonstration
- 3.) Types of activities
  - (a.) First Aid
  - (b.) Health
  - (c.) Theory of Football
  - (d.) Basketball
  - (e.) Track
  - (f.) Introduction to Health
  - (g.) Physical Education and Recreation
  - (h.) Rules and Officiating

- 4.) Location and relationship to other facilities
  - (a.) In physical education building
- 5.) Physical arrangements and features
  - (a.) Windows
  - (b.) Fluorescent lighting
  - (c.) Tile flooring
  - (d.) Means of darkening rooms for projection
  - (e.) Electrical outlets on each wall
  - (f.) Chart brackets
- 6.) Equipment, furniture, and materials
  - (a.) Teacher's desk and chair
  - (b.) Podium or lecture stand
  - (c.) Chalkboard on one wall of each room
  - (d.) Bulletin board in each room
  - (e.) Desk arm chairs for students
  - (f.) Pull down screens for projection (type to use for overhead and movie projector)
  - (g.) Wastebaskets
  - (h.) Pencil sharpener
  - (i.) Anatomy charts in one room for health and first aid

d. Gymnastic Room

- 1.) Size and kind of groups to be accommodated
  - (a.) Up to 20 persons
- 2.) Teaching methods
  - (a.) Demonstration and participation
- 3.) Types of activities
  - (a.) Tumbling
  - (b.) Still rings
  - (c.) Horizontal bars
  - (d.) Parallel bars
  - (e.) Horse
  - (f.) Vaulting
  - (g.) Trampoline
  - (h.) Balance beam
  - (i.) Stall bars
  - (j.) Climbing rope
- 4.) Location
  - (a.) In physical education plant
- 5.) Physical arrangement and features
  - (a.) Ceiling height --23 feet Room--30 feet wide, 60 feet long
  - (b.) Safety belt attachment
  - (c.) Recessed jacks with floor platelets for apparatus
  - (d.) Acoustical ceiling
  - (e.) Glazed tile 8 feet up on walls
  - (f.) Recessed lighting
- 6.) Description and list of equipment, furniture, and materials
  - (a.) Bulletin board and chalk board
  - (b.) Most equipment will be moved from present site



e. Individual and Dual Sports and Dance Studio

- 1.) Size and kind of groups to be accommodated
  - (a.) Up to 25 people in class and group dance parties
- 2.) Teaching method
  - (a.) Group participation
- 3.) Types of activities
  - (a.) Modern dance
  - (b.) Folk, square and social dance
  - (c.) Rhythm (Conq-Ette Line)
  - (d.) Individual and dual sports
  - (e.) Organizational dance parties
- 4.) Location
  - (a.) In physical education plant
- 5.) Physical arrangement and features
  - (a.) Size 40 feet x 40 feet
  - (b.) Maple floor
  - (c.) Mirrors on one wall--2 feet from floor and 6 feet high
  - (d.) Ballet barres (adjustable 3' to 4') installed on opposite side of room from mirrors
  - (e.) Electrical outlets
  - (f.) Chalkboard and bulletin board
  - (g.) Fluorescent lights--recessed
  - (h.) Pull drapes to cover mirrors
- 6.) Equipment, furniture, and materials
  - (a.) Ping-pong tables (8) (nets, paddles, and balls) fold-up type tables
  - (b.) Storage cabinets built along one end wall to store:  
ping-pong tables and equipment  
record player  
records  
dance props

f. Weight-Training Room

- 1.) Size and kinds of groups to be accommodated
  - (a.) Small groups, 25-30, athletes in training and general physical fitness for regular students
- 2.) Teaching methods
  - (a.) Participation
- 3.) Types of activity
  - (a.) Weight training program
- 4.) Location
  - (a.) In physical education building
- 5.) Physical arrangement and features
  - (a.) Room 50 feet x 100 feet
  - (b.) Concrete walls and floors
  - (c.) No windows
  - (d.) Exhaust fan
  - (e.) Electrical outlets--two on each end and four on side walls

g. Handball Courts

- 1.) Size and kind of groups to be accommodated
  - (a.) Activity classes with 4 persons to a court
- 2.) Teaching methods
  - (a.) Participation
- 3.) Types of activity
  - (a.) Handball game
- 4.) Location
  - (a.) In basement or adjacent wing of physical education building
- 5.) Physical arrangement and features
  - (a.) Four courts--each 20 feet wide, 40 feet long, 20 feet high
  - (b.) Corridor 10 feet wide between 2 batteries of courts, 8 feet high, above this 12 feet high to serve as instructor and spectator gallery
  - (c.) Floor and walls (hard maple if on ground floor; concrete if on basement level)
  - (d.) Lighting flush with ceiling
  - (e.) Ventilation ducts
  - (f.) Doors flush with wall
  - (g.) Warning lights
- 6.) Equipment
  - (a.) None

Instructional Spaces: Physical Education and Health (Outdoors)

1. Numbers and Kinds

- a. Tennis Courts (8)
- b. Three fields: 360 feet x 240 feet
- c. Two softball diamonds: 227 feet x 275 feet each
- d. One football practice field: 360 feet x 240 feet
- e. One baseball field: 400 sq. feet
- f. Archery range: 100 yards x 95 feet

2. Description of the Program, Functions, and Facilities of Each Space

a. Tennis Courts

- 1.) Size and kinds of groups to be accommodated
  - (a.) Activity class--4 on each court
  - (b.) Recreational play
- 2.) Teaching method
  - (a.) Group participation
- 3.) Types of activities
  - (a.) Tennis class and recreational play
- 4.) Location
  - (a.) North side of physical education building, adjacent to building (wall of building to serve as practice area)
- 5.) Physical arrangement and features
  - (a.) Concrete--toned green--size 60 feet x 120 feet with 10 feet between each court  
21 feet between back line and backstop

- (b.) Nets
- (c.) Backstops
- (d.) Lighting
- 6.) Equipment
  - (a.) Permanent benches on side

b. Playing Fields (3)

- 1.) Size and kinds of groups to be accommodated
  - (a.) Activity classes
  - (b.) Recreational play
  - (c.) 30-40 students
- 2.) Teaching method
  - (a.) Group participation
- 3.) Type of activities
  - (a.) Touch football, soccer, field hockey
- 4.) Location
  - (a.) Area in close proximity to gymnasium
- 5.) Physical arrangements and features
  - (a.) Goal posts at each end marked off for games
- 6.) Equipment
  - (a.) None

c. Softball Fields (2)

- 1.) Sizes of groups
  - (a.) Physical education classes up to 30 students
- 2.) Teaching methods
  - (a.) Group participation
- 3.) Types of class activities
  - (a.) Intramurals
  - (b.) Intra-class games
- 4.) Location and relationship to other facilities
  - (a.) Close proximity to gymnasium
- 5.) Physical arrangements and features
  - (a.) 275 feet x 275 feet wire backstops
  - (b.) One field lighted for night play
- 6.) Description of equipment, and materials
  - (a.) Pitchers mound
  - (b.) Bases
  - (c.) Sideline benches for team

d. Practice Football Field (1)

- 1.) Sizes of groups to be accommodated
  - (a.) Football team
- 2.) Teaching methods
  - (a.) Group participation
- 3.) Types of class activities
  - (a.) Athletic practice field
- 4.) Location and relationship to other facilities
  - (a.) Close proximity to gymnasium
- 5.) Physical arrangements and features
  - (a.) 360 feet x 240 feet goal posts at each end
- 6.) Description of equipment
  - (a.) Benches along sidelines for observing players

e. Baseball Field (1)

- 1.) Size and kinds of groups to be accommodated
  - (a.) Team sports classes
  - (b.) Intramurals
  - (c.) Possibly inter-scholastic play in future
- 2.) Teaching methods
  - (a.) Group participation
- 3.) Type of activities
  - (a.) Baseball games
- 4.) Location
  - (a.) Close proximity to gymnasium and other outdoor playing fields
- 5.) Physical arrangement
  - (a.) Wire backstop 400 feet square (100 feet each direction)
- 6.) Equipment
  - (a.) Bases

f. Archery Range

- 1.) Size and kinds of groups to be accommodated
  - (a.) Individual and dual sports classes (up to 30)
  - (b.) Recreational groups
- 2.) Teaching methods
  - (a.) Demonstration and individual participation
- 3.) Type of activities
  - (a.) Archery
- 4.) Location
  - (a.) Some other playing field may be utilized for this (at edge of playing field area)
- 5.) Physical Arrangement
  - (a.) 1000 yards by 95 feet
  - (b.) Area must be arranged so shooters face north
- 6.) Equipment
  - (a.) Targets
  - (b.) Bows
  - (c.) Arrows
  - (d.) Bales of hay for backstops

Non-Instructional Spaces

1. Numbers and kinds of rooms
  - a. Offices (5)
  - b. Equipment Rooms (2)
  - c. Dressing and Locker Rooms
    - (1) Men
    - (2) Women
  - d. Athletic locker and dressing room
  - e. First-aid and training room
  - f. Laundry and equipment drying room
  - g. Therapeutic exercise room
  - h. Foyer
2. Description of the Program, Function, and Facilities for each room



### a. Office Rooms (5)

- 1.) Sizes and kinds of groups to be accommodated
  - (a.) Staff members
  - (b.) Small conference groups
  - (c.) Athletic director
- 2.) Types of activities to be provided for
  - (a.) Work area for staff members and conferences
- 3.) Location and relationship to other facilities
  - (a.) Offices for women instructors adjacent to and connected with girl's dressing room
  - (b.) Offices for men instructors adjacent to and connected with boys' dressing rooms
  - (c.) Athletic directors office near foyer
- 4.) Physical arrangement and features
  - (a.) 120 square feet (5 offices) or 2 offices 12 x 15 feet and 1 office 10 x 12 feet
  - (b.) Offices connected to dressing room
  - (c.) Rest room and/or small dressing room connected to each office
  - (d.) Small closet
- 5.) Descriptions and lists of the equipment, furniture and other materials (for each office)
  - (a.) Teacher's desk and chair
  - (b.) Chairs for visitors (preferably plastic covered upholstered)
  - (c.) File cabinet
  - (d.) Typewriter
  - (e.) Telephone extension
  - (f.) Small work table
  - (g.) Bulletin board
  - (h.) Storage cabinet for books and materials
  - (i.) Bookcase
  - (j.) Pencil sharpener

### b. Equipment Rooms (2)

- 1.) Types of activities to be provided for
  - (a.) Storage of equipment
- 2.) Location and relationship to other facilities
  - (a.) Athletic equipment room adjacent to athletic dressing room
  - (b.) General equipment room easily accessible to main gym area
- 3.) Physical arrangement
  - (a.) Security locks on doors
  - (b.) Size--
 

General physical education storage 100 square feet if we have separate apparatus storage, if not 300 square feet
  - (c.) Athletic--200 square feet
- 4.) Descriptions and lists of the equipment, furniture and other materials
  - (a.) Shelving built along walls for equipment
  - (b.) Hook for tennis and badminton rackets, shuffleboard cues, and bows
  - (c.) Movie and slide projectors

### c. Secretarial Office

- 1.) Groups to be accommodated
  - (a.) Secretary
- 2.) Types of activities to be provided for
  - (a.) Reception of visitors
  - (b.) Secretarial duties
- 3.) Location and relationship to other facilities
  - (a.) Either in foyer or near office pool if such is provided
- 4.) Physical arrangement
  - (a.) 120 square feet
- 5.) Equipment
  - (a.) Desk and chair
  - (b.) Telephone
  - (c.) Typewriter
  - (d.) Duplicator
  - (e.) File cabinet
  - (f.) Work Table
  - (g.) Waste baskets
  - (h.) Pencil sharpener
  - (i.) Bulletin board
  - (j.) Storage cabinet for paper and supplies

### d. Men's Dressing and Locker Room

- 1.) Sizes and kinds of groups to be accommodated
  - (a.) Boys physical education class up to 75 per hour
- 2.) Types of activities to be provided for
  - (a.) Dressing and showering
- 3.) Location and relationship to other facilities
  - (a.) Easy access to gym, adjacent to men instructor's office
- 4.) Physical arrangement and features
  - (a.) Size--1000 square feet (to accommodate 75 boys)
  - (b.) No windows
  - (c.) Exhaust fans
  - (d.) Recessed vaporproof lighting
  - (e.) Vaporproof wall electrical outlets
  - (f.) Walls--tile 8 feet up, above this cinderblock
  - (g.) Floor--preferably nonslip ceramic tile in showers and drying room, treated concrete for other areas
  - (h.) Ceiling--waterproof acoustical material
  - (i.) Toilets--four water closets, three urinals
  - (j.) Lavatories in dressing area (3)
  - (k.) Showers
 

Ceramic tile walls; gang showers (12 shower heads attached 6 feet from floor) central master controls, doorway connecting to toweling room
  - (1.) Toweling room
 

Ceramic tile walls up 6 feet and cinderblock above this, drains, towel rails, stationary benches along two walls, exit door into dressing area

- 5.) Descriptions and lists of the equipment, furniture and other materials
  - (a.) Stationary benches in dressing and toweling areas
  - (b.) Fixed soap holders in showers
  - (c.) Soap dispensers by lavatories
  - (d.) Stainless steel mirrors above lavatories
  - (e.) Recessed shelves beneath mirrors
  - (f.) Bulletin board and chalkboard near exit
  - (g.) Wastebaskets
  - (h.) Two recessed drinking fountains
  - (i.) Storage shelves for towels (secured)
  - (j.) Hamper for soiled towels
  - (k.) Seventy-five dressing lockers--68" x 12" x 12"
  - (l.) Twenty-eight batteries of baskets--28 in each battery

NOTE: If the swimming pool is on the same level and near the central part of the gym and dressing rooms, then the dressing room so described may serve both the general physical education classes and swimming class. If it is on a different level or quite a distance from regular dressing room, it is recommended that separate swimming pool dressing rooms for both boys and girls be provided.

e. Women's Dressing and Locker Room

- 1.) Sizes and kinds of groups to be accommodated
  - (a.) Up to 50 girls dressing and showering for each activity class
- 2.) Types of activities to be provided for
  - (a.) Dressing and showering
- 3.) Location and relationship to other facilities
  - (a.) Easy access to gym, adjacent to women instructor's office
- 4.) Physical arrangement and features
  - (a.) Size--750 square feet (50 girls x 15 feet per student)
  - (b.) High windows or no windows
  - (c.) Recessed vaporproof lighting
  - (d.) Walls--tile 8 feet up, above this cinderblock
  - (e.) Vaporproof wall electrical outlets
  - (f.) Floor drain to facilitate cleaning
  - (g.) Exhaust fans
  - (h.) Floor--preferably nonslip ceramic tile in showers and drying rooms, treated concrete for other areas
  - (i.) Ceiling--waterproof acoustical material
  - (j.) Toilets--eight stall type
  - (k.) Showers--ceramic tile walls; two gang showers (4 shower heads each) with central master controls, two individual shower stalls, shower heads 5 feet from floor, doorway connecting to toweling room
  - (l.) Toweling room--ceramic tile walls up 6 feet and cinderblock above this, drains, towel rails, stationary benches along two walls, exit door into dressing area
  - (m.) Lavatories in dressing area (8)
- 5.) Descriptions and lists of the equipment, furniture and other materials

- (a.) Stationary benches in dressing and toweling areas
- (b.) Fixed soap holders in showers
- (c.) Soap dispensers by lavatories
- (d.) Stainless steel mirrors above lavatories
- (e.) Recessed shelves beneath mirrors
- (f.) One full-length mirror near exit
- (g.) 2 recessed drinking fountains
- (h.) Bulletin board and chalkboard near exit
- (i.) Wastebaskets
- (j.) Sanitary napkin dispenser and recessed Kleenex dispenser
- (k.) Storage shelves for towels (secured)
- (l.) Hamper for soiled towels
- (m.) Forty batteries of lockers--8 storage baskets with long dressing locker in each battery--(accommodates 320 students) requires 133 square feet
- (n.) If this dressing room is also to serve the swimming pool, six wall hair driers

f. Athletic Locker and Dressing Room

- 1.) Sizes and kinds of groups to be accommodated
  - (a.) Up to sixty athletes
- 2.) Types of activities to be provided for
  - (a.) Showering and dressing, and storage of practice equipment
- 3.) Location and relationship to other facilities
  - (a.) In physical education building with exits into gymnasium and to the outdoors
- 4.) Physical arrangement and features
  - (a.) Size-- 20 feet x 50 feet
  - (b.) No windows
  - (c.) Exhaust fans
  - (d.) Recessed vaporproof lighting
  - (e.) Vaporproof wall electrical outlets
  - (f.) Walls--tile 8 feet up, above this cinderblock
  - (g.) Floor--preferably nonslip ceramic tile in showers and drying room, treated concrete for other areas
  - (h.) Ceiling--waterproof acoustical materials
  - (i.) Toilets--four water closets, three urinals
  - (j.) Lavatories in dressing area (3)
  - (k.) Showers--ceramic tile walls; gang showers (12) shower heads attached 6 feet from floor, central master controls, doorway connecting to toweling room
  - (l.) Toweling room--ceramic tile walls up 6 feet and cinderblock above this, drains, towel rails, stationary benches, exit into dressing area
  - (m.) Wire cage--(storage of in season equipment) 20 feet x 20 feet Bars for hanging equipment



5.) Description and lists of the equipment and other materials

- (a.) Training table
- (b.) Stationary benches in dressing area
- (c.) Bulletin board and large chalkboard in dressing area
- (d.) Fixed soap holders in showers
- (e.) Soap dispensers by lavatories
- (f.) Stainless steel mirrors above lavatories
- (g.) Recessed shelves beneath mirrors
- (h.) Wastebaskets
- (i.) Storage shelves for towels (secured)
- (j.) Hamper for soiled towels
- (k.) Sixty perforated security dressing lockers--18 inches x 21 inches x 72 inches

e. First Aid and Training Room

- 1.) Sizes and kinds of groups to be accommodated
  - (a.) Participants in physical education classes and athletics
- 2.) Types of activities to be provided for
  - (a.) First aid treatment for physical education class students and athletes
  - (b.) Training room for taping and whirl pool bath treatment
- 3.) Location and relationship to other facilities
  - (a.) Near dressing rooms
- 4.) Physical arrangement and features
  - (a.) Size--15 feet x 20 feet
  - (b.) Ceramic tile walls up 6 feet
  - (c.) Concrete floor
  - (d.) Wall dividing whirl pool area from first aid room
  - (e.) Electrical wall outlets
  - (f.) Fluorescent lighting
- 5.) Descriptions and lists of the equipment, furniture and other materials
  - (a.) Storage cabinet for First Aid supplies
  - (b.) First Aid supplies
  - (c.) Wall tape dispensers
  - (d.) Lavatory, soap dispenser, paper towel dispenser
  - (e.) Wastebaskets
  - (f.) Training tables (2)
  - (g.) Whirlpool with drainage outlet
  - (h.) Cot
  - (i.) Stretcher
  - (j.) Chairs
  - (k.) Stationary bench along one wall
  - (l.) Bulletin board
  - (m.) Hot and cold water

f. Laundry and Equipment Drying Room

- 1.) Sizes and kinds of groups to be accommodated--None
- 2.) Types of activities to be provided for
  - (a.) Washing and drying physical education class towels and athletic equipment
- 3.) Location and relationship to other facilities
  - (a.) Near equipment rooms
- 4.) Physical arrangement and features
  - (a.) Size--200 square feet
  - (b.) Drains in floor
  - (c.) Clothes lines

- 5.) Descriptions and lists of the equipment, furniture and other materials
  - (a.) Commercial washer and dryer
  - (b.) Large work table
  - (c.) Storage cabinet for laundry supplies
  - (d.) Hot and cold water

g. Therapeutic Exercise Room

- 1.) Sizes and kinds of groups to be accommodated
  - (a.) Up to 15 handicapped students per hour
- 2.) Types of activities to be provided for
  - (a.) Individualized exercise programs
- 3.) Locations and relationship to other facilities
  - (a.) On ground floor with easy accessibility to dressing, showers and toilet facilities
- 4.) Physical arrangement and features
  - (a.) Size--88 square feet
  - (b.) Non-slip ceramic tile flooring
  - (c.) Walls--tile 8 feet up, above this cinderblock
  - (d.) Ceiling--acoustical material
  - (e.) Fluorescent lighting
- 5.) Descriptions and lists of the equipment, furniture and other materials
  - (a.) Exercise bike
  - (b.) Rowing machine
  - (c.) Executive bar bells
  - (d.) Stall bars
  - (e.) Two training tables
  - (f.) Full length mirror (for posture development)
  - (g.) Gym mat--5 feet x 10 feet

h. Foyer

- 1.) Sizes and kinds of groups to be accommodated
  - (a.) Physical education student
  - (b.) Spectators for athletics functions (gym shows, swim meets, etc.)
- 2.) Types of activities to be provided for
  - (a.) Waiting area for physical education classes, lobby for spectators
- 3.) Location and relationship to other facilities
  - (a.) End of physical education building
- 4.) Physical arrangement
  - (a.) Size--60 feet x 20 feet
  - (b.) Public restrooms
  - (c.) Ticket office--5 feet x 5 feet
  - (d.) Public telephone
  - (e.) Small concession stand
  - (f.) Trophy case--10 feet x 20 feet
  - (g.) Two drinking fountains

# TOTAL ENROLLMENT DATA

Instructional Periods  
Per Week

Total CURRENT Enrollment 545

1965  
Date

Building Physical Education

Total FUTURE Enrollment 1,000

1970  
Date

| A<br>Course           | B<br>No. of<br>Pupils<br>Now<br>Enrolled | C<br>% of<br>Total<br>Now<br>Enrolled | D<br>Future<br>Change<br>%<br>+ - | E<br>% Future<br>Total<br>Enroll-<br>ment | F<br>Future<br>Course<br>Enroll-<br>ment | G<br>No. of<br>Periods<br>Attended<br>Per Week | H<br>Class<br>Size | I<br>No. of<br>Rooms<br>Needed | J<br>Area | K<br>Total<br>Area |
|-----------------------|------------------------------------------|---------------------------------------|-----------------------------------|-------------------------------------------|------------------------------------------|------------------------------------------------|--------------------|--------------------------------|-----------|--------------------|
| Football Theory       | 30                                       | 5.0                                   |                                   | 5.0                                       | 50                                       | 2                                              | 30                 |                                |           |                    |
| Basketball Theory     | 12                                       | 2.0                                   |                                   | 2.0                                       | 20                                       | 2                                              | 30                 |                                |           |                    |
| First Aid             | 14                                       | 2.4                                   |                                   | 2.4                                       | 24                                       | 2                                              | 30                 |                                |           |                    |
| Personal Health       | 14                                       | 2.4                                   |                                   | 2.4                                       | 24                                       | 3                                              | 30                 |                                |           |                    |
| Rules & Officials     | 16                                       | 3.0                                   |                                   | 3.0                                       | 30                                       | 2                                              | 30                 |                                |           |                    |
| Intro. to Health      | 14                                       | 2.4                                   |                                   | 2.4                                       | 24                                       | 3                                              | 30                 |                                |           |                    |
| Theory of Track       | 20                                       | 4.0                                   |                                   | 4.0                                       | 40                                       | 2                                              | 30                 |                                |           |                    |
| M Gymnastics          | 16                                       | 3.0                                   |                                   | 3.0                                       | 30                                       | 2                                              | 30                 |                                |           |                    |
| M Physical Devel.     | 45                                       | 8.2                                   |                                   | 8.2                                       | 82                                       | 3                                              | 30                 |                                |           |                    |
| M Team Sports         | 129                                      | 24.0                                  |                                   | 24.0                                      | 240                                      | 2                                              | 30                 |                                |           |                    |
| M Indiv. & Dual Spts. | 22                                       | 4.0                                   |                                   | 4.0                                       | 40                                       | 2                                              | 20                 |                                |           |                    |
| W Modern Dance        | 9                                        | 2.0                                   | +2                                | 4.0                                       | 40                                       | 2                                              | 20                 |                                |           |                    |
| W Rhythms             | 13                                       | 2.4                                   | +2                                | 4.4                                       | 44                                       | 2                                              | 35                 |                                |           |                    |
| W Team Sports         | 48                                       | 8.8                                   |                                   | 8.8                                       | 88                                       | 2                                              | 30                 |                                |           |                    |
| W Indiv. & Dual Spts. | 18                                       | 3.2                                   |                                   | 3.2                                       | 32                                       | 2                                              | 20                 |                                |           |                    |

# Fine Arts Building

## Detailed Statements of Desired Spaces and Educational Program

### Instructional Spaces: Fine Arts

1. Required numbers and kinds of rooms
  - a. 3 Speech and Drama classrooms
  - b. 1 Art classroom
  - c. 1 Theater classroom
  - d. 2 Music classrooms
  - e. 3 Art studios
  - f. 3 Art laboratories
  - g. 1 Choral rehearsal room
  - h. 1 Band rehearsal room
  - i. 10 Practice rooms
  - j. 3 Teaching studios
2. Descriptions of the program functions and facilities for each room
  - a. Speech and Drama classrooms (3)
    - 1.) Sizes and kinds of groups to be accommodated
      - (a.) 15 to 30 pupils in each section
      - (b.) Speech classes
      - (c.) Drama Theory classes
    - 2.) Types of activities to be provided for
      - (a.) Lecture and discussion
      - (b.) Student speaking experience
      - (c.) Student pantomime exercises
      - (d.) Audio-visual aids -- phonograph, overhead projector, slide projector
      - (e.) Blackboard and easel (demonstration)
    - 3.) Location and relationship to other facilities
      - (a.) Located in speech and drama wing
    - 4.) Physical arrangements and other features
      - (a.) Size -- 20 x 30 feet
      - (b.) Blackboard across the front of the room
      - (c.) Console or electrical table for phonograph and projector
      - (d.) Exterior windows facing bird feeder
      - (e.) Electrical outlets
      - (f.) Picture molding for hanging pictures



5.) Description and lists of equipment

- (a.) Electrical console
- (b.) 25 arm chair desks
- (c.) 1 lecture podium
- (d.) 1 blackboard, 4 x 10 feet
- (e.) 1 display easel
- (f.) 1 folding table 2 x 6 feet

b. Art Classrooms

1.) Art classroom (1)

- (a.) Size and kinds of groups to be accommodated  
Classes of 15 to 30 pupils  
Art education classes
- (b.) Types of Activities  
Classroom Instruction  
Lecture  
Demonstration  
Audio-visual aids
- (c.) Location and relationship to other facilities  
Located in Art wing
- (d.) Description and lists of furniture, equipment and material  
Size -- 20 x 30 feet  
30 arm chairs  
Podium  
Blackboard 4 x 10 feet  
Bulletin Board

2.) Painting and Drawing Studio

- (a.) Space to accommodate 40 students with easels or "horses"
- (b.) Riser steps wide enough for students to stand and work in tiers
- (c.) Supply carts for paints and equipment
- (d.) Clestroy windows with draw drapes
- (e.) Sunken model area with model stand
- (f.) Blackboard and tack board at front of room
- (g.) Industrial type wash basin
- (h.) Vertical storage racks for paintings and drawing boards
- (i.) Fixtures for lights at top sides of room plus two directional lights above model stand

3.) Graphic Process Studio

- (a.) Access from painting and drawing studio to -
- (b.) Graphics process studio with platen press, silkscreen table, 2 x 10 feet (formica top)
- (c.) Litho press and work bench, 36 x 40 inches x 5 feet
- (d.) 2 press tables (8 x 4 feet)
- (e.) 1 paste table (6 x 3 feet, formica top)
- (f.) 1 etching booth (4 x 4 feet)
- (g.) 1 wash basin -- photo type (3 x 2 feet)
- (h.) 2 flat storage cabinets for prints (4 x 8 feet x 32 inches)
- (i.) 2 storage cabinets for supplies (4 x 4 feet x 32 inches)

4.) Graphics and Commerical

- (a.) Double drawing tables for 15 students with taborets and stools
- (b.) Storage cabinets along one wall 36 inches x 5 feet x 40 inches deep with formica tops
- (c.) Fluorescent lights
- (d.) 2 floor to ceiling cabinets for paint and ink supplies (with locks)
- (e.) Wall outlets for air brush and electrical equipment
- (f.) Photo lab type sinks (2)

5.) Ceramics and Crafts Lab

- (a.) 30 cubic feet gas-fired kiln
- (b.) 2-4 x 8 feet work tables 36 inches high
- (c.) 4 jewelry benches -- 26 inches high x 36 inches wide x 6 feet long
- (d.) 2 ceramic wedging tables 26 inches x 36 inches high x 5 feet long
- (e.) 7 electric potters wheels with wall outlets 15 inches off floor
- (f.) 10 modeling stands
- (g.) Space for 20 students
- (h.) 2-4 x 4 feet x 32 inches clay bins on castors
- (i.) Industrial type sink and floor drain
- (j.) Wall shelves floor to ceiling along 2 walls for storage
- (k.) Fireproof walls and doors
- (l.) (3) 220 Volt-wall outlets, (12) 110 Volt outlets, 15" off floor

6.) Design Lab

- (a.) house 15 students
- (b.) Power table saw, wood lathe, grinder, sander, and handsaw
- (c.) Framing machine
- (d.) 3 wood working benches 4 x 8 feet x 32 inches
- (e.) Double doors opening to outside
- (f.) Storage cabinets for hand tools (standard size)
- (g.) Blackboard (standard size)
- (h.) Space for wood storage of length to 16 feet, width 4½ feet
- (i.) Wall outlets - 110 Volt, 10 in number, 15" off floor

7.) Sculpture Lab

- (a.) for 15 students
- (b.) 3-220 volts and 6-110 volt outlets
- (c.) Welding booth (standard) for acetylene torch
- (d.) Double doors to exterior
- (e.) Overhead trolley truck to bear up to 800 pounds
- (f.) 1 sand box (10 x 10 feet)
- (g.) 1 plaster bin (4 x 4 feet x 32 inches)
- (h.) 1 sand pit for casting (2 x 3½ feet x 36 inches deep)
- (i.) 4 metal work benches (standard)
- (j.) 2 wood work benches (4 x 8 feet x 32 inches, ½ inch thickness)
- (k.) Fireproof walls and doors
- (l.) Open to exterior (important)

**c. Music Classroom (2)**

- 1.) Sizes and kinds of groups to be accommodated
  - (a.) 15 to 30 pupils in each class
  - (b.) Music Theory and Music Education
- 2.) Types of Activities
  - (a.) Classroom teaching by:
    - Lecture
    - Demonstration
    - Audio-visual (phonograph, overhead projector)
    - Blackboard drill
    - Music Performance
- 3.) Location and relationship to other facilities
  - (a.) Located in music wing
- 4.) Physical arrangements
  - (a.) Size -- 20 x 30 feet
  - (b.) Acoustical treatment
  - (c.) Electrical outlets
  - (d.) 1 storage cabinet
- 5.) Description and lists of equipment
  - (a.) 30 arm chair desks
  - (b.) 1 lecture podium
  - (c.) 2 blackboards
  - (d.) 1 piano bench and piano
  - (e.) 1 overhead projector
  - (f.) 1 phonograph
- 6.) Choral Room (1)
  - (a.) Room to accommodate up to 120 students  
Chorus rehearsals, music recitals, lectures, for  
large classes, massed community chorus rehearsals,  
musical rehearsals
  - (b.) Choral rehearsal singing of large groups  
Music performance for solo and small groups  
Lectures
  - (c.) Room should have access to theater stage
  - (d.) 40 x 50 feet  
Acoustical treatment  
2 electrical outlets  
1 foot high elevation in front of room (to be a  
stage for recitals)  
Seats on risers or gradual elevation toward back
  - (e.) 120 theater seats with movable desks -- seats tiered  
Music storage  
Piano  
Director's podium  
Choir robe storage

## 7.) Band Room

- (a.) Room to accommodate a band of 120 pieces  
Band rehearsal -- instrumental ensemble practice  
Potential orchestra of 90 pieces. Instrumental  
methods classes
- (b.) Band and orchestra rehearsal  
Performing group rehearsal
- (c.) Room should have direct access to theater stage
- (d.) 40 x 50 feet  
Acoustical treatment  
2 electrical outlets  
Flat floor  
14 feet ceiling  
No flat wall except back wall
- (e.) 120 chairs  
120 music stands  
Instrument storage cabinets  
(Carpeted instrument shelves with metal strip)  
(Adjustable storage shelves)  
Band jacket storage

## 8.) Teaching Studios (3)

- (a.) Teacher and 1 or 2 pupils  
Private lessons
- (b.) Private lessons
- (c.) Located in music wing
- (d.) Size -- 15 x 20 feet  
Adequate lighting  
One electrical outlet  
Glass window in door
- (e.) Piano and bench  
1 chair  
Music cabinet  
Metronome

## 9.) Practice Rooms

- (a.) One person in each small room; 4 to 10 in large one  
Vocal and instrumental practice
- (b.) Vocal and Instrumental practice
- (c.) Located in music wing (away from class rooms)
- (d.) Size (one 15 x 15 feet) (9 - 6 x 9 feet)  
Acoustical treatment  
Adequate lighting and ventilation  
Glass windows in door of room
- (e.) One piano and bench in 7 of the rooms

## 10.) Instrument and Music Repair; Music Library - 1

- (a.) Room for 2 or 3 to work
- (b.) Instrument repair  
Music repair  
Music sorting  
Music storage
- (c.) Located near faculty work room and offices
- (d.) Size - 15 x 20 feet  
2 electrical outlets  
Storage cabinet



- (e.) 1 sink with hot and cold running water
- 1 instrument repair kit of tools
- Music files (storage)
- Work tables
- Music sorting racks

### Non-Instructional Spaces

1. Required Number and Kind of Rooms
  - a. Drama laboratory theater (1)
2. Description of the program, facilities, and functions
  - a. Stage area - 700 square feet (35 x 20 feet)
  - b. Auditorium for seating 450 seats
  - c. Offstage building area directly behind stage 30 x 20 feet  
(access to outside) (permanent wall between stage and work area)
  - d. Offstage wing areas (20 x 20 feet each side)
  - e. Make-up rooms (2) below stage (20 x 20 feet)
  - f. Costume storage room (20 x 20 feet)
  - g. Glassed-in lighting and projection booth
  - h. Ticket booth (5 x 10 feet)
  - i. Lobby with display boards
  - j. Restrooms
3. Sizes and kinds of groups to be accommodated
  - a. Audiences for public performances of plays, operas, recitals
  - b. Public meetings of civic groups, teachers meetings and music and special festivals
4. Types of activities
  - a. Performance of plays, recitals, operas, rehearsals, scenery construction, auditions, meetings and discussions
5. Location and relationship to other facilities
  - a. Auditorium should be near parking lot
  - b. Stage and choral room, and stage and band room should have direct access to each other
  - c. Stage and scenery construction rooms have direct access to each other, and access to outside loading dock
  - d. Light booth in back of auditorium
  - e. Stairs leading up to stage floor from dressing room
  - f. Door to hall from auditorium
  - g. Lobby opens on outside
  - h. Dressing rooms near costume room

## 6. Physical arrangements

- a. Auditorium seating 450 continental style
- b. Storage area (35 x 25 feet)
- c. Offstage area (20 x 20 feet each side of stage)
- d. Building areas (35 x 20 feet directly behind stage area)
- e. Light booth (10 x 20 feet)
- f. Make-up room (20 x 20 feet)
- g. Costume storage (20 x 20 feet)
- h. Ticket booth (5 x 10)

## 7. Descriptions and lists of equipment

- a. Building area directly behind stage 30 x 20 feet (permanent wall between stage and work area)
  - 1.) Ceiling 18 feet high
  - 2.) Concrete floor with floor drain
  - 3.) Water connection for hose and wash sink
  - 4.) Cabinet space for paint and lighting equipment (15 feet wide, 6 feet high, 2½ feet deep - 5 compartments)
  - 5.) Electrical connections for power equipment
- b. Make-up rooms (2 below stage)
  - 1.) 20 x 20 feet
  - 2.) Mirrors (5) (2½ x 4 feet, lighted)
  - 3.) Tables before mirrors
  - 4.) Restroom facilities
  - 5.) Washing facilities
- c. Costume storage cabinets (6 x 10 x 2½ feet)
- d. Lighting facilities
  - 1.) Room for 6 ellipsoidal spots in ceiling of auditorium
  - 2.) Light bridge for 10 baby spots inside main curtain
  - 3.) Control panel in light booth in rear of auditorium
  - 4.) Two strips of border lights
  - 5.) Tormentor facilities for four baby spots each side
- e. Organ and piano storage in auditorium
- f. Restrooms (2)
- g. Stage curtains
  - 1.) Cyclorama
  - 2.) 4 teasers
  - 3.) 1 concert curtain
  - 4.) 1 act curtain (traveler type)

## 8. Faculty offices (7)

- a. Staff members and small groups
- b. Work area for faculty
- c. All 7 offices located around central workroom
- d. Office descriptions
  - 1.) Each office 10 x 15 feet
  - 2.) 2 electrical outlets in each room
- e. In each office:
  - 1.) File with lock
  - 2.) Storage cabinet
  - 3.) Book shelves
  - 4.) Desk and desk chair
  - 5.) 2 straight chairs

9. Central workroom

- a. Staff members
- b. Work area for faculty and secretary
- c. 15 x 20 feet  
2 electrical outlets
- d. 3 typewriters  
electrical duplicator  
storage cabinets  
work tables  
telephone extension  
sink  
electrical outlets

10. Restrooms

- a. 2 restrooms for audience attending program
- b. 4 restrooms for student body
- c. Men and women's restroom for faculty off of faculty lounge

# TOTAL ENROLLMENT DATA

Building Fine Arts

Total CURRENT Enrollment 545

Instructional Periods  
Per Week

Date

Total FUTURE Enrollment 1,000

Date

| A<br>Course      | B<br>No. of<br>Pupils<br>Now<br>Enrolled | C<br>% of<br>Total<br>Now<br>Enrolled | D<br>Future<br>Change<br>%<br>+ - | E<br>% Future<br>Total<br>Enroll-<br>ment | F<br>Future<br>Course<br>Enroll-<br>ment | G<br>No. of<br>Periods<br>Attended<br>Per Week | H<br>Class<br>Size | I<br>No. of<br>Rooms<br>Needed | J<br>Area | K<br>Total<br>Area |
|------------------|------------------------------------------|---------------------------------------|-----------------------------------|-------------------------------------------|------------------------------------------|------------------------------------------------|--------------------|--------------------------------|-----------|--------------------|
| Elem. Sch. Music | 12                                       | 2.0                                   |                                   | 2.0                                       | 20                                       | 3                                              | 25                 |                                |           |                    |
| Introd To Music  | 68                                       | 12.0                                  |                                   | 12.0                                      | 120                                      | 2                                              | 40                 |                                |           |                    |
| Chorus           | 65                                       | 12.0                                  |                                   | 12.0                                      | 120                                      | 3                                              | 65                 |                                |           |                    |
| Band             | 25                                       | 4.0                                   |                                   | 4.0                                       | 40                                       | 2                                              | 65                 |                                |           |                    |
| Harmony I        | 6                                        | 1.0                                   |                                   | 1.0                                       | 10                                       | 3                                              | 15                 |                                |           |                    |
| Sightsinging I   | 6                                        | 1.0                                   |                                   | 1.0                                       | 10                                       | 2                                              | 15                 |                                |           |                    |
| Harmony III      | 4                                        | 1.0                                   |                                   | 1.0                                       | 10                                       | 3                                              | 15                 |                                |           |                    |
| Sightsinging III | 4                                        | 1.0                                   |                                   | 1.0                                       | 10                                       | 2                                              | 15                 |                                |           |                    |
| Woodwind Method  | 7                                        | 2.0                                   |                                   | 2.0                                       | 20                                       | 2                                              | 10                 |                                |           |                    |
| String Method    | 6                                        | 1.5                                   |                                   | 1.5                                       | 15                                       | 2                                              | 10                 |                                |           |                    |
| Music History    | 12                                       | 3.0                                   |                                   | 3.0                                       | 30                                       | 2                                              | 25                 |                                |           |                    |
| Applied Music    | 37                                       | 8.0                                   |                                   | 8.0                                       | 80                                       | 1                                              | 1                  |                                |           |                    |
| Introd. to Art   | 38                                       | 8.0                                   | +4.0                              | 12.0                                      | 120                                      | 2                                              | 30                 |                                |           |                    |
| Drawing          | 20                                       | 3.7                                   | +0.3                              | 4.0                                       | 40                                       | 2                                              | 40                 |                                |           |                    |



## Building Fine Arts

| Total CURRENT Enrollment |     | 545 |
|--------------------------|-----|-----|
| 1                        | 2   | 3   |
| 4                        | 5   | 6   |
| 7                        | 8   | 9   |
| 10                       | 11  | 12  |
| 13                       | 14  | 15  |
| 16                       | 17  | 18  |
| 19                       | 20  | 21  |
| 22                       | 23  | 24  |
| 25                       | 26  | 27  |
| 28                       | 29  | 30  |
| 31                       | 32  | 33  |
| 34                       | 35  | 36  |
| 37                       | 38  | 39  |
| 40                       | 41  | 42  |
| 43                       | 44  | 45  |
| 46                       | 47  | 48  |
| 49                       | 50  | 51  |
| 52                       | 53  | 54  |
| 55                       | 56  | 57  |
| 58                       | 59  | 60  |
| 61                       | 62  | 63  |
| 64                       | 65  | 66  |
| 67                       | 68  | 69  |
| 70                       | 71  | 72  |
| 73                       | 74  | 75  |
| 76                       | 77  | 78  |
| 79                       | 80  | 81  |
| 82                       | 83  | 84  |
| 85                       | 86  | 87  |
| 88                       | 89  | 90  |
| 91                       | 92  | 93  |
| 94                       | 95  | 96  |
| 97                       | 98  | 99  |
| 100                      | 101 | 102 |
| 103                      | 104 | 105 |
| 106                      | 107 | 108 |
| 109                      | 110 | 111 |
| 112                      | 113 | 114 |
| 115                      | 116 | 117 |
| 118                      | 119 | 120 |
| 121                      | 122 | 123 |
| 124                      | 125 | 126 |
| 127                      | 128 | 129 |
| 130                      | 131 | 132 |
| 133                      | 134 | 135 |
| 136                      | 137 | 138 |
| 139                      | 140 | 141 |
| 142                      | 143 | 144 |
| 145                      | 146 | 147 |
| 148                      | 149 | 150 |
| 151                      | 152 | 153 |
| 154                      | 155 | 156 |
| 157                      | 158 | 159 |
| 160                      | 161 | 162 |
| 163                      | 164 | 165 |
| 166                      | 167 | 168 |
| 169                      | 170 | 171 |
| 172                      | 173 | 174 |
| 175                      | 176 | 177 |
| 178                      | 179 | 180 |
| 181                      | 182 | 183 |
| 184                      | 185 | 186 |
| 187                      | 188 | 189 |
| 190                      | 191 | 192 |
| 193                      | 194 | 195 |
| 196                      | 197 | 198 |
| 199                      | 200 | 201 |
| 202                      | 203 | 204 |
| 205                      | 206 | 207 |
| 208                      | 209 | 210 |
| 211                      | 212 | 213 |
| 214                      | 215 | 216 |
| 217                      | 218 | 219 |
| 220                      | 221 | 222 |
| 223                      | 224 | 225 |
| 226                      | 227 | 228 |
| 229                      | 230 | 231 |
| 232                      | 233 | 234 |
| 235                      | 236 | 237 |
| 238                      | 239 | 240 |
| 241                      | 242 | 243 |
| 244                      | 245 | 246 |
| 247                      | 248 | 249 |
| 250                      | 251 | 252 |
| 253                      | 254 | 255 |
| 256                      | 257 | 258 |
| 259                      | 260 | 261 |
| 262                      | 263 | 264 |
| 265                      | 266 | 267 |
| 268                      | 269 | 270 |
| 271                      | 272 | 273 |
| 274                      | 275 | 276 |
| 277                      | 278 | 279 |
| 280                      | 281 | 282 |
| 283                      | 284 | 285 |
| 286                      | 287 | 288 |
| 289                      | 290 | 291 |
| 292                      | 293 | 294 |
| 295                      | 296 | 297 |
| 298                      | 299 | 300 |
| 301                      | 302 | 303 |
| 304                      | 305 | 306 |
| 307                      | 308 | 309 |
| 310                      | 311 | 312 |
| 313                      | 314 | 315 |
| 316                      | 317 | 318 |
| 319                      | 320 | 321 |
| 322                      | 323 | 324 |
| 325                      | 326 | 327 |
| 328                      | 329 | 330 |
| 331                      | 332 | 333 |
| 334                      | 335 | 336 |
| 337                      | 338 | 339 |
| 340                      | 341 | 342 |
| 343                      | 344 | 345 |
| 346                      | 347 | 348 |
| 349                      | 350 | 351 |
| 352                      | 353 | 354 |
| 355                      | 356 | 357 |
| 358                      | 359 | 360 |
| 361                      | 362 | 363 |
| 364                      | 365 | 366 |
| 367                      |     |     |

Date \_\_\_\_\_

Instructional Periods  
Per Week

**Total FUTURE Enrollment 1,000**

Date \_\_\_\_\_

[illegible]

# Science and Mathematics Building

## Detailed Statements of Desired Spaces and Educational Program

### Instructional Spaces: Science and Mathematics Building

#### 1. Required Number and Kinds of Rooms

##### Physics and General Physical Science Area

- a. Physical Science Lecture Room
- b. Physics Laboratory
- c. Physics Storeroom and Shop
- d. 2 Dark Rooms
- e. Graphics (drawing) Room
- f. Classroom
- g. Office

##### Chemistry Area

- a. Inorganic Chemistry Laboratory
- b. Dispensing and Storage Room
- c. Analytical Laboratory
- d. Organic Chemistry Laboratory
- e. Weighing Room
- f. Office and Laboratory for Department Head
- g. Classroom

##### Biological Science Area

- a. Lecture Room
- b. 2 Lecture-Laboratory Rooms
- c. Storage and Prep. Room
- d. Greenhouse
- e. Office

##### Mathematics Area

- a. 2 (possibly 3) Classrooms

##### General Office

## 2. Description of the Program, Functions and Facilities

### PHYSICAL SCIENCE LECTURE ROOM

- a. Sizes and Kind of Groups
  - (1) General Physical Science Classes
  - (2) Optimum size classes - 30
  - Maximum capacity - 50
- b. Types of Activities
  - (1) Demonstration Lectures
  - (2) Lectures using all types of "visual aids"
  - (3) Testing
- c. Location and Relationships
  - (1) Should be close if not connected to Physics Storeroom
- d. Physical Arrangements
  - (1) Elevated (riser type) seating
  - (2) Demonstration Desk at front of room
- e. Descriptions and Lists of Equipment, etc.
  - (1) Demonstration Desk should have water, gas, AC and DC electricity
  - (2) Roll-up Blackboards behind desk
  - (3) Built-in screen

### PHYSICS LABORATORY

- a. Sizes and Kind of Groups
  - (1) General Physics Classes
  - (2) Estimated Size - 20
- b. Types of Activities
  - (1) Physics Laboratory procedures
- c. Location and Relationships
  - (1) Connected by door and check-out window with Storeroom-Shop
  - (2) Should have an outside wall
- d. Physical Arrangements
  - (1) 3 or 4 galvanometer foundations on exterior wall
  - (2) A permanent bench the length of one wall with
    - (a) 3 sinks equidistant
    - (b) Gas and electrical display outlets every 5 feet
  - (3) Electrical Outlets on other walls
- e. Descriptions and Lists of Equipment
  - (1) Control board for electrical outlets to be in physics lab. with outlets to physical science and chemistry lecture rooms. Each individual outlet should have two sources for controlled AC or DC as well as two standard AC outlets.

- (2) Ten 5-foot tables
- (3) Blackboard on one wall

#### PHYSICS STOREROOM AND SHOP

- a. Size and Kinds of Groups
  - (1) For instructors only - possibly one or two students
- b. Types of Activities
  - (1) Check out equipment
  - (2) Repair equipment
- c. Location and Relationships
  - (1) Connected with physics lab.
  - (2) Near general physical science lecture room  
Possibly connected by locked door
- d. Physical Arrangements
  - (1) Check-out window into physics lab. with shelves located  
as conveniently as possible to window
  - (2) Shop area in the back
- e. Descriptions and Lists of Equipment, etc.
  - (1) Shop area to have bench and tool rack
  - (2) Ample electrical outlets
  - (3) Space for refrigerator should be provided

#### 2 DARK ROOMS

- a. Size and Kinds of Groups
  - (1) Two or three students
- b. Types of Activities
  - (1) Performing "light" experiments
  - (2) Photographic development
- c. Location and Relationship
  - (1) Enter from physics lab.
- d. Physical Arrangements
  - (1) Cabinet entire length with sink at one end
  - (2) Exhaust fan
  - (3) Photo-developer light
  - (4) One electrical display centered back of cabinet
- e. Description and Lists of Equipment
  - (1) Included in general physics inventory



GRAPHICS (DRAWING) ROOM

- a. Sizes and Kinds of Groups
  - (1) Engineering graphics classes - 24 students
  - (2) Drawing classes of expected vocational-technical programs
- b. Types of Activities
  - (1) Drawing under teachers supervision and direction
  - (2) Some lecture
- c. Location and Relationship
  - (1) In physics area
- d. Physical Arrangements
  - (1) Large enough for 24 individual graphics tables
  - (2) Grid blackboard at front of room only
- e. Descriptions and Lists of Equipment
  - (1) Slotted cabinets for storing graphics equipment for at least 60 to 70 students (with locks)

CLASSROOM

- a. Size and Kinds of Groups
  - (1) Physics classes - 20
  - (2) Math classes - 35
- b. Types of Activities
  - (1) Lecture
  - (2) Supervised problem solving
  - (3) Test taking
- c. Location and Relationship
  - (1) In physics area
- d. Physical Arrangements
  - (1) Conventional
  - (2) As much blackboard space as possible
- e. Descriptions and Lists of Equipment
  - (1) Students desks

OFFICE FOR DEPARTMENT HEAD

- a. Size and Kinds of Groups
  - (1) Teacher and one to three students
- b. Types of Activities
  - (1) Individual counselling
  - (2) Study and preparation

- c. Location and Relationship
  - (1) In physics area
  - (2) Available to students
  - (3) Near storeroom and shop - possibly connected
- d. Physical Arrangements
  - (1) Conventional
- e. Descriptions and Lists of Equipment
  - (1) Desk
  - (2) Shelving
  - (3) File cabinets
  - (4) Two chairs

#### INORGANIC CHEMISTRY LABORATORY

- a. Size and Kinds of Groups
  - (1) General chemistry and qualitative analysis classes
  - (2) Size - 30 students
- b. Types of Activities
  - (1) Laboratory procedures
- c. Location and Relationship
  - (1) Adjoining dispensing and storage room
- d. Physical Requirements
  - (1) Hoods on outside wall
  - (2) Materials shelf on long side
  - (3) Window and door to dispensing and storage room
  - (4) Desks equipped with gas, drain, water, electricity
- e. Description and Lists of Equipment
  - (1) 8-student desks
  - (2) General chemistry inventory

#### CHEMISTRY DISPENSING AND STORAGE ROOM

- a. Sizes and Kinds of Groups
  - (1) Instructor and one or two lab. assistants
- b. Types of Activities
  - (1) Dispensing of equipment
- c. Location and Relationship
  - (1) Between inorganic chemistry lab. and analytical lab.
  - (2) Check-out window into inorganic lab.
  - (3) Access to analytical lab.
- d. Physical Arrangements
  - (1) Wall lab. desk equipped with drain, water, electricity and gas
  - (2) Much shelving
- e. Descriptions and Lists of Equipment
  - (1) Primarily the department inventory

ANALYTICAL CHEMISTRY LABORATORY

- a. Sizes and Kinds of Groups
  - (1) Quantitative analysis classes
  - (2) Size of class - 20
- b. Types of Activities
  - (1) Laboratory procedures
- c. Location and Relationship
  - (1) Adjoining dispensing and storage room
- d. Physical Arrangements
  - (1) Hood on outside wall
  - (2) 8-student desks, equipped with drain, water, electricity, gas, air and vacuum
  - (3) Wall lab. desks similarly equipped
- e. Descriptions and Lists of Equipment
  - (1) Department inventory

ORGANIC CHEMISTRY LABORATORY

- a. Sizes and Kinds of Groups
  - (1) Organic chemistry class
  - (2) Size - 20 students
- b. Types of Activities
  - (1) Laboratory procedures
- c. Location and Relationships
  - (1) In chemistry area
- d. Physical Arrangements
  - (1) Hoods on outside wall
  - (2) Materials shelf
  - (3) Conventionally equipped student desks
- e. Descriptions and Lists of Equipment
  - (1) Department inventory

WEIGHING ROOM

- a. Sizes and Kinds of Groups
  - (1) Primary use by individuals from analytical laboratory
- b. Types of Activities
  - (1) Precise weighing
- c. Location and Relationships
  - (1) Near all chemistry labs.
  - (2) Could connect with analytical lab.
- d. Physical Arrangement
  - (1) Balance table set on concrete wall or posts
- e. Description and Lists of Equipment
  - (1) Balances - Department inventory

OFFICE AND LABORATORY FOR DEPARTMENT HEAD

- a. Size and Kinds of Groups
  - (1) Teacher and one-three students
- b. Types of Activities
  - (1) Individual counselling
  - (2) Study and preparation
- c. Location and Relationship
  - (1) In chemistry Area
  - (2) Available to students
- d. Physical Arrangement
  - (1) Office - Desk, chairs, shelving, file cabinets
  - (2) Lab. - One fully equipped wall lab. desk and shelving
  - (3) Could connect with store room and dispensing area
- e. Description and Lists of Equipment
  - (1) Listed under d

CLASSROOM

- a. Size and Kinds of Groups
  - (1) Chemistry classes - 30
  - (2) Math classes - 35
- b. Type of Activities
  - (1) Lectures
  - (2) Problem sessions
  - (3) Quizzes
- c. Location and Relationship
  - (1) In chemistry area
- d. Physical Arrangements
  - (1) Demonstration desk equipped with drain, water, gas, electricity
  - (2) Blackboard at front of room (roll-up)
  - (3) Equipped for use of audio-visual aids
- e. Descriptions and Lists of Equipment
  - (1) Student desks



BIOLOGICAL SCIENCE LECTURE ROOM

- a. Sizes and Kinds of Groups
  - (1) General biology, botany, zoology classes
  - (2) Sizes - 20 to 30 students with a maximum of 45
  - (3) If a large lecture room with a capacity of 90 - 100 students is found to be necessary in this building- this is the one it should be
- b. Types of Activities
  - (1) Lecture
  - (2) Demonstrations
  - (3) Audio-visual
    - (a) overhead projector
    - (b) Opaque projector
    - (c) Microprojector
    - (d) Film projector
- c. Location and Relationship
  - (1) In biological science area
- d. Physical Arrangements
  - (1) Inclined seating arrangement
  - (2) Roll-up chalk boards
  - (3) Tack boards
- e. Descriptions and Lists of Equipment
  - (1) Conventional

BIOLOGY LECTURE-LABORATORY ROOMS (2)

- a. Sizes and Kinds of Groups
  - (1) General biology, botany zoology classes
  - (2) Size - 30
- b. Types of Activities
  - (1) Laboratory procedures
  - (2) Lecture
  - (3) Demonstrations
  - (4) Audio-visual aids
    - (a) Overhead projector
    - (b) Opaque projector
    - (c) Micro-projector
    - (d) Film projector
- c. Location and Relationships
  - (1) These two rooms should adjoin the storage and prep. room. One on each side
- d. Physical Arrangements
  - (1) Cabinets
    - (a) to house 15 microscopes and 3 other optical instruments
    - (b) To house 15 sets of dissecting tools
  - (2) Roll-up chalk boards
  - (3) Tack boards
- e. Descriptions and Lists of Equipment
  - (1) Department inventory

### BIOLOGY STORAGE AND PREP. ROOM

- a. Sizes and Kinds of Groups
  - (1) Instructor and lab. assistants
- b. Types of Activities
  - (1) Storage of most biology equipment
  - (2) Preparation of laboratory and demonstration assignments
  - (3) A place for special student projects
- c. Location and Relationship
  - (1) Between the two lecture-laboratory rooms
- d. Physical Arrangements
  - (1) Many cabinets and shelves
  - (2) Table space
  - (3) Water, sink and electrical outlets
- e. Description and Lists of Equipment
  - (1) Department inventory

### GREENHOUSE

- a. Size and Kinds of Groups
  - (1) Used by botany and general biology classes
- b. Types of Activities
  - (1) Growing plants
- c. Location and Relationships
  - (1) Should connect with storage and prep. room
  - (2) Should be on sunny side of the building
- d. Physical Arrangements
  - (1) Conventional
- e. Descriptions and Lists of Equipment
  - (1) Department inventory

### OFFICE FOR DEPARTMENT HEAD

- a. Size and Kinds of Groups
  - (1) Teacher and one-three students
- b. Type of Activities
  - (1) Individual counselling
  - (2) Study and preparation
- c. Location and Relationship
  - (1) In biology area
  - (2) Available to students
  - (3) Near storeroom and prep. room
- d. Physical Arrangements
  - (1) Conventional

- e. Descriptions and Lists of Equipment
  - (1) Desk
  - (2) Shelving
  - (3) File cabinets
  - (4) Two chairs

#### MATHEMATICS CLASS ROOMS (2)

- a. Sizes and Kinds of Groups
  - (1) Math classes
  - (2) Optimum size - 30, Maximum - 40
- b. Types of Activities
  - (1) Lecture
  - (2) Supervised problem solving
  - (3) Testing
- c. Location and Relationship
  - (1) Centrally located - near entrance - it really doesn't matter
- d. Physical Arrangements
  - (1) As much blackboard space as possible
- e. Descriptions and Lists of Equipment
  - (1) Student desks
  - (2) Lecture stand

#### GENERAL OFFICE

- a. Size and Kinds of Groups
  - (1) Department staff and visitor
- b. Types of Activities
  - (1) Information
  - (2) General secretarial work
  - (3) Conferences, work and study
- c. Location and Relationship
  - (1) Opposite main entrance
- d. Physical Arrangement
  - (1) Reception area with counter
  - (2) Behind counter a secretarial area with desk, table space, typewriters, files, duplicating equipment
  - (3) An office for the division head, off reception area
  - (4) 4 small individual offices for instructors, off reception area
- e. Descriptions and Lists of Equipment
  - (1) Conventional

**B. Non-Instructional Spaces**

**1. Required numbers and Kinds of Rooms**

- a. Lobby
- b. Toilets
- c. Housekeeping and general storage rooms

**2. Description of the Program, Function and Facilities**

These will all depend upon the general campus plan and style of architecture, and may be added later.



# TOTAL ENROLLMENT DATA

Building Classroom

Total CURRENT Enrollment 545

Instructional Periods  
Per Week

Date

Total FUTURE Enrollment 1,000

Date

| A<br>Course          | B<br>No. of<br>Pupils<br>Now<br>Enrolled | C<br>% of<br>Total<br>Now<br>Enrolled | D<br>Future<br>Change<br>%<br>+- | E<br>% Future<br>Total<br>Enroll-<br>ment | F<br>Future<br>Course<br>Enroll-<br>ment | G<br>No. of<br>Periods<br>Attended<br>Per Week | H<br>Class<br>Size | I<br>No. of<br>Rooms<br>Needed | J<br>Area | K<br>Total<br>Area |
|----------------------|------------------------------------------|---------------------------------------|----------------------------------|-------------------------------------------|------------------------------------------|------------------------------------------------|--------------------|--------------------------------|-----------|--------------------|
| Sociology            | 85                                       | 16.0                                  |                                  | 16.0                                      | 160                                      | 3                                              | 30                 |                                |           |                    |
| Economics            | 84                                       | 16.0                                  |                                  | 16.0                                      | 160                                      | 3                                              | 30                 |                                |           |                    |
| Government           | 43                                       | 8.0                                   |                                  | 8.0                                       | 80                                       | 3                                              | 30                 |                                |           |                    |
| American History     | 78                                       | 14.0                                  |                                  | 14.0                                      | 140                                      | 3                                              | 30                 |                                |           |                    |
| Hist. West. Civ.     | 58                                       | 11.0                                  |                                  | 11.0                                      | 110                                      | 3                                              | 30                 |                                |           |                    |
| English History      | 23                                       | 4.0                                   |                                  | 4.0                                       | 40                                       | 3                                              | 30                 |                                |           |                    |
| General Psychology   | 160                                      | 30.0                                  |                                  | 30.0                                      | 300                                      | 3                                              | 30                 |                                |           |                    |
| Human Gr. & Dev.     | 20                                       | 5.0                                   |                                  | 5.0                                       | 50                                       | 3                                              | 30                 |                                |           |                    |
| Intro. to Business   | 81                                       | 15.0                                  | +5.0                             | 20.0                                      | 200                                      | 3                                              | 30                 |                                |           |                    |
| Accounting I         | 74                                       | 14.0                                  | +5.0                             | 19.0                                      | 190                                      | 5                                              | 30                 |                                |           |                    |
| Business Machines    | 22                                       | 4.0                                   | +2.0                             | 6.0                                       | 60                                       | 5                                              | 20                 |                                |           |                    |
| Shorthand I          | 9                                        | 1.6                                   | +2.4                             | 4.0                                       | 40                                       | 5                                              | 20                 |                                |           |                    |
| Shorthand II         | 5                                        | 1.0                                   | +3.0                             | 4.0                                       | 40                                       | 5                                              | 20                 |                                |           |                    |
| Business Mathematics | 27                                       | 5.0                                   | +2.0                             | 7.0                                       | 70                                       | 3                                              | 30                 |                                |           |                    |
| Typing               | 13                                       | 2.5                                   | +3.5                             | 6.0                                       | 60                                       | 5                                              | 20                 |                                |           |                    |

## L I B R A R Y

### Non-Instructional Spaces

#### REQUIRED NUMBERS AND KINDS OF ROOMS

- I. Entrance
  - A. Vestibule
  - B. Lobby
- II. Main Library Room
  - A. Recreational Reading Area
  - B. Reference Area
  - C. Library Keys Area
  - D. Circulation Area
  - E. Readers' Area
  - F. The Book Stacks Area
  - G. Conference Rooms (3)
- III. Periodical Room
- IV. Administration and Technical Processes Area
  - A. Librarians' Office
  - B. Technical Processing Room
- V. Materials Center and Audio-Visual Area
  - A. Materials Center
  - B. Listening Rooms (3)
  - C. Projection Room
- VI. Professional Library
- VII. Rest Rooms
- VIII. Basement

## 2. DESCRIPTIONS OF THE FUNCTIONS AND FACILITIES FOR EACH ROOM

### I. Entrance

500 sq. ft.

#### A. Vestibule

##### a. Function

To keep out undesirable weather  
Establish central control point between exterior  
doors and interior operations

##### b. Location

Immediate area inside exterior doors  
(My preference - east entrance)

##### c. Facilities

Campus directory  
Announcement Bulletin Board  
Display Cases  
Book-drops (2) either side of front door  
Central exit control point desk

#### B. Lobby

##### a. Function

Space for library displays and exhibits  
Exhibition center for paintings, sculpture, etc.  
Serve as a quieting area between vestibule and  
Main Library Room (II)  
Channel people entering the building to their  
destination  
If large enough, may be used for receptions

##### b. Location

Adjoin Vestibule (I-A) and gives entrance to Main  
Library (II), Librarians' Office (IV-A),  
Professional Library (VI), and hall leading  
past Rest Rooms (VII) and to Materials Center  
and Audio-Visual Area (V).

##### c. Facilities

Carpeted  
Display Cases  
Recessed Wall Cases  
Electrical Outlets and appropriate lighting

### II. Main Library Room

Total seating capacity: 300 students in the following areas.  
All areas carpeted

#### A. Recreational Reading Room

2400 sq. ft.

##### a. Function

To provide area for comfortable, relaxed reading  
and study

##### b. Location

One end of Main Library Room

**c. Facilities**

One glass wall (outside), if feasible - preferably north wall, looking out on front entrance (patio, garden, or whatever is developed for library entrance)

Sloping shelving opposite glass wall for 150 current periodicals

Newspaper rack to hold 10 daily newspapers

Low shelving (3 or 4 ft. high) along third wall

Lounge furniture

Round tables seating 4 each

Electrical outlets around the room for lamps, etc.

Appropriate lighting

Carpeted

**B. Reference Area**

300 sq. ft.

**a. Function**

To provide an area for the entire reference collection (2000 volumes)

**b. Location**

On side of room opposite entrance from Lobby (I-B)

**c. Facilities**

Wall shelving for 2000 volumes

Atlas stand

Dictionary stands

Study Carrels (individual) in the area

Globes

**C. Library Keys Area**

300 sq. ft.

**a. Function**

To provide the services to help students find their materials

**b. Location**

Center of room, directly in front of entrance from the Lobby (I-B) so that they may be seen as the students enter

**c. Facilities**

The Card Catalog, including a stand-up table

Periodical indexes - Readers Guide, Educ. Index, etc. on a divided table.



**D. Circulation Area**  
300 sq. ft.

**a. Function**

To give assistance to students in the locating of materials

To keep records of transactions in which materials have been taken from their regular place in the library

**b. Location**

Just inside entrance from Lobby (I-B)

**c. Facilities**

Circulation Desk - 120 sq. ft. of space.

Standard library circulation desk with: Check-In section with book-drop, file drawer, cash drawer, etc. Check-Out section. Knee-hole space in each section. Storage cabinets under the balance of space.

Reserve Book Shelving.

Free standing stacks sufficient to shelve 250 volumes back of the circulation desk.

Reference Constulation Desk.

Near circulation desk

Vertical File

Book truck

Several electrical outlets back of circulation desk for duplicators, stylus, etc.

**E. Readers' Area**

**a. Function**

To provide additional space for student body

**b. Location**

Around Areas (B), (C), and (D).

**c. Facilities**

4-place tables

**F. The Book Stack Area**

Sufficient linear foot of stacks to shelve 40,000 volumes

**a. Function**

To house the main book collection

**b. Location**

Near Circulation Area (II-D)

For this Area I particularly like the balcony or mezzanine idea. Such a plan would have to be controlled

by no more than two stairways or exits - each not too far from the Circulation Desk and entrance to the Lobby (I-B). Such an arrangement would have to be open so that the entire balcony would be visible from the Main Floor for supervision.

This idea suggests a tri-level arrangement.

Also, a service elevator would be necessary, located perhaps in the Periodical Room (III) which adjoins the Administration and Technical Processes Area. Elevator should be large enough to accommodate a book truck and two people.

c. Facilities

Metal stacks - regulation library stacks, to provide sufficient space for a projected collection of 40,000 volumes

Carrels in front of each bank of stacks. Some equipped with outlets for portable typewriters, recorders, etc.

Desk for a student assistant librarian at or near each entrance to the area.

G. Conference Rooms

At least 3 - 10' x 15' each.

a. Function

To provide area for group work and study of 4 to 6 people. These enable students to work together on a project using library materials. Also provides area for a student-faculty member conference.

b. Location

Opposite end of Main Library Room (II) from Recreational Reading Room (II-A)

c. Facilities

Glass partitions in walls between Main Library and Conference Rooms.

Sound-proofed

Six-place tables and 6 chairs in each

Electrical outlet in each

III. Periodical Room

900 sq. ft.

a. Function

To house back issues (at least for 5 years) of 150 different magazines plus daily newspapers.

To provide work space for preparing for bindery shipment

Perhaps in the future, for micro-filming and storing

b. Location

Adjacent to Main Library Room (II), Librarians' Office (IV-A), and Technical Processing Room (IV-B)

**c. Facilities**

Shelving - 15" deep and 12" between shelves. Sufficient to store 15,000 to 20,000 back issues.  
 Work tables for mending and bindery preparation  
 Storage space for mending materials  
 Files for records  
 Suggested site for service elevator

**IV, Administration and Technical Processes Area**

**A. Librarians' Office**

300 sq. ft. Carpeted

**a. Function**

Area in which Head Librarian plus one full-time trained librarian may carry on the work of administering the library

**b. Location**

Directly in front of front entrance and off of the lobby. Adjacent to the Main Library (II), Periodical Room (III) and Technical Processing Area (IV-B).

**c. Facilities:**

Two of enclosing walls of glass - between office and Main Library Room (II) and Lobby (I-B) to provide for constant supervision  
 Two desks equipped with telephones and typewriters  
 Two file cabinets for correspondence and records  
 Book shelves  
 Powder room and small lounge for librarians

**B. Technical Processing Area**

1250 sq. ft.

**a. Function**

A work room for ordering, receiving, and processing library books and materials

**b. Location**

Adjacent to Librarians' Office (IV-A) and Periodical Room (III)

**c. Facilities**

Outside service entrance for deliveries  
 Counter space along one wall with sink in center and supply cupboards underneath  
 Two shelves along wall with 22" between bottom shelf and top shelf. Bottom shelf 12" deep. Top shelf 10" deep and 15" high. Sloping top on shelves. These shelves for CBI and BRD.  
 3 work tables (seating height) for cataloging and processing  
 2 typing tables with typewriters  
 1 table for processing mail  
 Book stacks, for new books sufficient for at least 200  
 Large storage cupboards for supplies

**V. Materials Center and Audio-Visual Area (Carpeted)****A. Materials Center**  
2800 sq. ft.**a. Function**

To provide for storage and circulation of non-book materials, i.e. records, films, slides, etc. Also projectors, recorders, etc. Other project materials will be housed in this area.

**b. Location**

At the opposite end of the library from the areas previously described and connected by a corridor to these areas

**c. Facilities**

Supervisor's desk  
Storage facilities for records, films, slides  
Storage facilities for projectors  
File cabinets  
Check-out desk

**B. Listening Rooms (3)**

2 rooms (individual) - 150 sq. ft.  
1 room (up to 8 people) - 300 sq. ft.

**a. Function**

To provide for an individual or small group to listen or record

**b. Location**

Adjoining or a part of the Materials Center (V-A)

**c. Facilities**

Recorders  
Record Players  
Sound-proofed  
Electrical outlets

**C. Projection Room**

500 sq. ft.

**a. Function**

To provide an area for viewing films, slides, etc. by individuals (students and faculty)

**b. Location**

Adjacent to Listening Rooms (V-B)

**c. Facilities**

Darkened for viewing  
Sound-proofed  
Projectors  
Screen



**VI. Professional Library**  
1350 sq. ft.

**a. Function**

To provide a lounge in which faculty and library staff members can sit down in groups and visit. Social and informal conversation can produce very important results.

To provide a display area for the professional library where new acquisitions can be brought to the attention of all faculty members.

May be used for small committee or group meetings.

**b. Location**

Near Entrance (I) and across corridor or at least near Librarians' Office (IV-A)

**c. Facilities**

Carpeted

Lounge furniture

Shelving for professional library

Open cupboards or cabinets for uncataloged ephemeral materials of especial interest to staff

Coffee bar equipped for coffee urn and snacks

Powder room for women faculty members

**VII. Rest Rooms**

**a. Function**

To serve library patrons

**b. Location**

On corridor between Main Library and Materials Center

**c. Facilities**

"Men" and "Women", separated by a small storage room

**VIII. Basement**  
8000 sq. ft.

**a. Function**

For storage space and to provide a housekeeping and custodial services area.

**b. Location**

Beneath Areas III, IV, V, VI.

This area is optional depending upon general campus plan.

**GENERAL LIBRARY SPECIFICATIONS**

Total Seating Capacity: 300 students

Total Shelving Capacity: 42,000 volumes

Entire building air-conditioned

# Student Union

## Detailed Statements of Desired Spaces: Student Union

### 1. Required Number and Kinds of Rooms

#### a. Food Service

- 1.) Kitchen
- 2.) Snack services
- 3.) Dining room
- 4.) Serving area
- 5.) Toilet and washroom with lockers
- 6.) Food storage (dry)
- 7.) Food storage (refrigeration)
- 8.) General storage
  - (a.) Equipment
  - (b.) Housekeeping tools, etc.
  - (c.) Other
- 9.) Office -- planning area and records

#### b. Faculty Dining Area

#### c. Quiet Room -- Lounge

#### d. Game Area -- Recreation

#### e. Yearbook Office

#### f. School Paper Office

#### g. Conference Room

#### h. Student Government Office

#### i. Extra Office

#### j. Restrooms

#### k. Administrative

- 1.) Union director's office
- 2.) Public reception or business office

1. Foyer

m. Custodial Area

n. Student Store

2. Description of Program, Functions, and Facilities

a. General Features

- 1.) Service 1,000 to 1,500 people
- 2.) Air conditioned
- 3.) One floor and "Boston basement"
- 4.) Special attention to ventilation
- 5.) Special attention to location

b. Food Services

1.) Kitchen

(a.) Handle main meals for 700 people

Food preparation area

Salad area

Pastry area

Main dish cookery

Service area

Steam tables (main dish and entree)

Urns and cold drinks

Dessert area

Snack services

Preparation area (part of kitchen)

Sandwiches

Soups

Fountain

Other (use above salad, urn, and cold drinks)

Service area (part of above)

Use area of Main Dining Room

Dining Room

Service 300 to 500

Convertible for ballroom (500)

Use an area or all as student area for snack service

View to outside should be considered

Storage (commodities)

Receiving area -- close to storage

Dry storage -- close to food preparation

Refrigeration -- close to food preparation

1. Foyer

m. Custodial Area

n. Student Store

2. Description of Program, Functions, and Facilities

a. General Features

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Use area of Main Dining Room

Dining Room

Service 300 to 500

Convertible for ballroom (500)

Use an area or all as student area for snack service

View to outside should be considered

Storage (commodities)

Receiving area -- close to storage

Dry storage -- close to food preparation

Refrigeration -- close to food preparation



**General Storage**

**Equipment**

Cook utensils -- close to food preparation areas  
where needed

**Housekeeping**

Other -- supplies, etc.

**2.) Faculty Dining Area**

- (a.) Adjacent to service area
- (b.) Convertible to conference room
- (c.) Size for 60 people -- 4 chair tables

**3.) Quiet Room -- Lounge -- 50 people**

- (a.) Lounge chairs
- (b.) Few tables -- fire place
- (c.) Television
- (d.) Lamps (home-like atmosphere)

**4.) Game Room -- Recreation area (300 people)**

- (a.) Snooker, billiards
- (b.) Table tennis
- (c.) Area for cards
- (d.) Jukebox
- (e.) Fountain -- Snack bar
- (f.) In basement
- (g.) Storage and/or check out

**5.) Suite of four offices with central workroom**

- (a.) Offices about 12 x 15
  - Yearbook
  - Newspaper
  - Student government
  - One extra

- (b.) Workroom about 15 x 15
  - Paper cutter
  - Mimeo or duplicator
  - Work table for paste-up, etc.

**6.) Conference room -- up to 150 people**

- (a.) Close to food service
- (b.) Chairs -- tables available
- (c.) School or community use

**7.) Foyer**

- (a.) Display area -- art, etc.
- (b.) Bulletin board
- (c.) Seating (some; maybe 12 to 14)
- (d.) Main entrance for easy flow to other areas
- (e.) Reception counter (sale of personal items and souvenirs)

- 8.) Administrative office
  - (a.) Office for manager
  - (b.) Public office -- receptionist
- 9.) Student store
  - (a.) Area closed for books -- stacks
  - (b.) Supplies, etc. -- not crowded
- 10.) Custodial area
  - (a.) Office
  - (b.) Storage -- central (access to receiving)
- 11.) Restrooms
  - (a.) Game and lounge area
  - (b.) Public (foyer area)
  - (c.) Kitchen
    - Wash room with lockers
- 12.) Furniture storage
  - (a.) To get tables and chairs out of way for other use when various rooms are converted